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ABSTRACT

Efforts undertaken to meet the challenge of diversity at the City University of New York's Borough of Manhattan Community College (BMCC) are described in this five-part conference presentation. In the first part, BMCC's president, Augusta Souza Kappner, provides an overview of the ethnic and demographic composition of the college's student body and faculty, and of its model programs designed to address minority and women's issues. The second paper, by Stephen Curtis, the Dean of Academic Affairs, describes seminars developed at BMCC to help tenured faculty, especially women and minorities, complete their dissertations and qualify for promotion. This paper also describes the college's seminar entitled "Balancing the Curriculum for Gender, Race and Ethnicity," which explores current literature on and teaching methods for serving diverse student bodies. In the third part, Sadie Bragg, Associate Dean of Academic Affairs for Curriculum and Instruction, reviews the formation of two sub-committees created to study student retention issues at BMCC as well as other institutions, which led to attempts to enhance faculty sensitization to student needs, basic skills tutoring for students, and the hiring of more minority counselors. The fourth part, by Richard Jones, the Associate Dean of Academic Affairs for Freshman Studies, discusses BMCC's Pre-Freshman Summer Immersion Program which has improved first-year students' retention and performance. Finally, in a wrap-up section, Augusta Souza Kappner offers concluding remarks which outline outcomes of and future plans for promoting diversity at BMCC. (GFW)

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MODEL PROGRAMS FOR RETRAINING AND PROMOTING MINORITIES AND WOMEN AND INCREASING MINORITY STUDENT RETENTION AND SUCCESS

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Dr. Stephen Curtis, Dean of Academic Affairs

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BOROUGH OF MANHATTAN COMMUNITY COLLEGE/CUNY

Remarks given at the Second Annual International Conference
on Leadership Development in Community Colleges

Leadership 2000 Forum

San Francisco, California

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BMCC
BOROUGH OF MANHATTAN COMMUNITY COLLEGE THE CITY UNIVERSITY OF NEW YORK 199 CHAMBERS STREET, NEW YORK, NY 10007

REMARKS BY

DR. AUGUSTA SOUZA KAPPNER

PRESIDENT

BOROUGH OF MANHATTAN COMMUNITY COLLEGE/CUNY

AT THE

SECOND ANNUAL INTERNATIONAL CONFERENCE ON

LEADERSHIP DEVELOPMENT IN COMMUNITY COLLEGES

LEADERSHIP 2000 FORUM:

MODEL PROGRAMS FOR RETAINING AND PROMOTING MINORITIES AND WOMEN AND INCREASING MINORITY STUDENT RETENTION AND SUCCESS

TUESDAY, JULY 10, 1990

10:15 - 11:30 AM

SAN FRANCISCO HILTON

SAN FRANCISCO, CALIFORNIA

25TH BOROUGH OF MANHATTAN COMMUNITY COLLEGE ANNIVERSARY 1964·1989

MODEL PROGRAMS FOR RETAINING AND PROMOTING

MINORITIES AND WOMEN

AND INCREASING MINORITY STUDENT RETENTION AND SUCCESS

GOOD MORNING, I'M AUGUSTA KAPPNER, PRESIDENT OF THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE, AND TO MY RIGHT/LEFT IS STEPHEN CURTIS, DEAN OF ACADEMIC AFFAIRS AT BMCC AND SADIE BRAGG AND RICHARD JONES, ASSOCIATE DEANS OF ACADEMIC AFFAIRS, FOR CURRICULUM AND INSTRUCTION, AND FRESHMAN STUDIES, RESPECTIVELY.

TODAY WE HOPE TO DESCRIBE AND DISCUSS WITH YOU OUR UNIVERSITY AND COLLEGE'S APPROACH TO MEETING THE CHALLENGES OF DIVERSITY IN AN URBAN COMMUNITY COLLEGE AND HOW THAT HAS LED US TO DEVELOPING STRONG PROGRAMS FOR THE RETENTION OF MINORITY STUDENTS AND MINORITIES AND WOMEN ON THE FACULTY. SINCE IN OUR OPINION, A GENUINE ATTEMPT TO MEET THE NEEDS OF A DIVERSE STUDENT BODY REQUIRES AN INSTITUTION-WIDE APPROACH, AND WE ARE A PART OF A LARGER UNIVERSITY, WE WILL BE ORGANIZING OUR REMARKS FIRST FROM A UNIVERSITY-WIDE AND COLLEGE-WIDE PERSPECTIVE.

WE WILL MOVE NEXT INTO THE AREAS AND INITIATIVES WHICH INVOLVE PRIMARILY FACULTY, AND THEN ON TO ACTIVITIES TARGETTED SPECIFICALLY TOWARD STUDENTS; AND WE WILL TRY TO SAVE SOME TIME FOR DISCUSSION.

LET ME FIRST ESTABLISH THE INSTITUTIONAL CONTEXT OF OUR EFFORTS. WE AT BOROUGH OF MANHATTAN COMMUNITY COLLEGE ARE AN URBAN COMMUNITY COLLEGE LOCATED IN DOWNTOWN LOWER MANHATTAN. WE HAVE A STUDENT POPULATION OF 14,000 IN CREDIT DEGREE PROGRAMS, AND ANOTHER 5,000 IN NON-CREDIT ADULT AND CONTINUING EDUCATION PROGRAMS BOTH ON AND OFF CAMPUS. OUR STUDENT POPULATION IS CURRENTLY ABOUT 52 PERCENT BLACK, 30 PERCENT HISPANIC, 8 PERCENT ASIAN-AMERICAN, AND 10 PERCENT OTHER. APPROXIMATELY TWO-THIRDS OF OUR STUDENTS ARE WOMEN, AND MANY ARE SINGLE PARENTS. OUR BLACK STUDENTS ARE FROM MANY DIFFERENT PLACES, WITH A LARGE NUMBER FROM CARIBBEAN COUNTRIES. OUR HISPANIC POPULATION IS VARIED BUT STILL PREDOMINANTLY PUERTO RICAN AND DOMINICAN. OUR ASIAN STUDENTS ARE MOSTLY CHINESE AND SOME KOREANS.

OUR TEACHING FACULTY ON THE OTHER HAND IS ONLY ABOUT ONE-THIRD MINORITY, AND TWO-THIRDS WHITE. MANY OF OUR FACULTY HAVE BEEN WITH THE COLLEGE FOR A LONG TIME. THE COLLEGE HAVING JUST CELEBRATED ITS 25th ANNIVERSARY.

BEYOND OUR CAMPUS, WE ARE A PART OF AN OPEN ADMISSIONS URBAN UNIVERSITY WHICH HAS ALMOST 200,000 STUDENTS. A REVIEW OF THE FACULTY AND STUDENT DATA UNIVERSITY-WIDE, WOULD REVEAL GREAT DIFFERENCES IN FACULTY COMPOSITION AND STUDENT COMPOSITION, WITH BMCC BEING ON THE HIGH END, BOTH IN TERMS OF NUMBER OF BLACK/HISPANIC AND ASIAN STUDENTS, AND ESPECIALLY IN TERMS OF THE NUMBER OF MINORITIES ON THE TEACHING FACULTY. WE ARE A SYSTEM IN WHICH "MINORITY" STUDENTS ARE RAPIDLY BECOMING THE MAJORITY. WE ARE A SYSTEM IN WHICH THERE IS A VERY LARGE DIFFERENCE BETWEEN THE ETHNIC COMPOSITION OF THE STUDENT BODY AND THE ETHNIC COMPOSITION OF THE FACULTY AND ADMINISTRATION. THIS HAS BEEN A SOURCE OF INCREASING TENSION OVER THE LAST SEVERAL YEARS AS YOU MIGHT WELL IMAGINE.

ALTHOUGH WE ARE AN OPEN ADMISSIONS SYSTEM, PRIOR TO 1988 WE DID NOT HAVE A SYSTEM-WIDE APPROACH FOR MONITORING OF EFFORTS TO STRENGTHEN DIVERSITY EXCEPT THROUGH THE MONITORING OF AFFIRMATIVE ACTION GOALS WHICH WERE FOCUSSED ON NEW HIRES, AND WHICH BECAUSE THEY ARE BASED ON BROAD AVAILABILITY POOLS WERE SOMETIMES QUITE LOW LEVEL FOR THE REALITIES OF A CITY LIKE NEW YORK AND A SYSTEM LIKE OUR OWN. THIS WAS OF CONSIDERABLE CONCERN TO A NUMBER OF PRESIDENTS, PARTICULARLY THOSE OF US WHOSE CAMPUSES MOST REFLECTED THE CHANGING DEMOGRAPHICS OF NEW YORK CITY. IN SPRING OF 1988, DR. BERNARD HARLESTON, PRESIDENT OF THE CITY COLLEGE OF NEW YORK, ONE OF OUR FOUR-YEAR COLLEGES, TOOK A LEADERSHIP ROLE, PREPARED A PAPER ON PLURALISM AND PRESENTED IT, IN THE CONTEXT OF A TWO-DAY RETREAT, TO THE TRUSTEES OF THE UNIVERSITY. THIS LED TO SOME LIVELY DISCUSSION, AND MORE IMPORTANTLY TO THE AUTHORIZATION OF AN AD HOC COMMITTEE OF PRESIDENTS TO DEVELOP A STATEMENT FOR THE TRUSTEES' REVIEW.

THE COMMITTEE, CONSISTING OF PRESIDENT HARLESTON, THE PRESIDENTS OF QUEENS COLLEGE, HOSTOS COMMUNITY COLLEGE, BROOKLYN COLLEGE, COLLEGE OF STATEN ISLAND, ONE CENTRAL OFFICE VICE CHANCELLOR, AND MYSELF, MET FOR ABOUT SIX MONTHS TO HAMMER OUR WHAT WE THOUGHT WE WERE TALKING ABOUT. THERE WAS MUCH DISCUSSION ABOUT THE USE OF THE WORDS RACISM AND PLURALISM -- AND WE SET OUT TO SEE WHAT WE COULD GET OUR TRUSTEES TO COMMIT TO POLICY AND PROVIDE AS A MANDATE FOR THE SYSTEM. WE, OF COURSE, RELIED HEAVILY ON IDEAS AND PLANS THAT WE WERE ALREADY TESTING OUT ON OUR CAMPUSES, OR THAT WE WOULD LIKE TO HAVE SUPPORT FOR. WE KNEW THAT WE WERE IN EFFECT WRITING A MANDATE THAT WOULD BE PLACED BACK ON US, AND THAT IT SHOULD THEREFORE, IN OUR OWN SELF-INTEREST, BE GENUINELY DOUBLE AND ACHIEVABLE. AT THE END OF THE SIX MONTHS WE PRODUCED THE PROVERBIAL COMMITTEE "CAMEL" THAT WE THOUGHT WE COULD ALL LIVE WITH AND MORE IMPORTANTLY THAT WOULD BE PASSED BY OUR TRUSTEES. IT WAS INDEED PASSED BY OUR TRUSTEES A FEW MONTHS LATER WITH NO MODIFICATIONS. AS YOU CAN SEE IT IS A BROAD DOCUMENT WHICH TOUCHES ON MANY DIFFERENT ASPECTS OF INSTITUTIONAL LIFE.

KEY TO THIS EFFORT HAS BEEN THE DEVELOPMENT OF CAMPUS-BASED PLANS WHICH GO MUCH BEYOND THE USUAL AFFIRMATIVE ACTION GOALS TO SPECIFY WHAT EFFORTS WILL BE UNDERTAKEN TO:

1) DIVERSIFY FACULTY AND STAFF

2) PREPARE FACULTY AND STAFF TO WORK WITH AN INCREASINGLY DIVERSE STUDENT POPULATION - AND ULTIMATELY A MORE DIVERSE FACULTY AND STAFF

3) TO INSURE THAT MINORITY STUDENTS ARE BEING AFFORDED REAL OPPORTUNITIES TO ACHIEVE SUCCESS IN EVERY AREA OF STUDY. ACCOMPLISHING THIS GOAL NECESSITATED A HARD LOOK AT OUR RETENTION RATES AND THE MOBILIZATION OF FACULTY, COUNSELORS AND ADMINISTRATORS TO FOCUS ON IMPROVING RETENTION OF OUR STUDENTS. SADIE BRAGG WILL SPEAK TO THIS GOAL A BIT LATER. FOR US AT BMCC FACULTY DEVELOPMENT AND IMPROVING MINORITY STUDENT RETENTION ARE INTEGRAL PARTS OF ACHIEVING SYSTEM-WIDE GOALS FOR STRENGTHENING DIVERSITY.

KEY TO THE EFFORT ALSO IS THE LODGING OF RESPONSIBILITY AT THE LEVEL OF THE PRESIDENTS, THROUGH TRUSTEE POLICY RATHER THAN JUST WITH AN AFFIRMATIVE ACTION OFFICER, FOR EXAMPLE.

SUBSEQUENT TO THIS NEW POLICY, MANY COLLEGES IN OUR SYSTEM CONTINUED THE AFFIRMATIVE ACTION OFFICER APPROACH BY APPOINTING A COORDINATOR FOR THIS NEW BROADER AREA. WE AT BMCC DECIDED TO LET THE RESPONSIBILITY REST AT THE LEVEL OF ALL SENIOR ADMINISTRATORS (THE CABINET) WITH GOALS FOR EACH AREA DEVELOPED AND MONITORED THROUGH THE PRESIDENT AND THE RESPECTIVE DEANS, GOALS WHICH COULD BE MADE A PART OF THE EVALUATION PROCESS. IN THE ACADEMIC AREA FOR EXAMPLE, ONE OF THE GOALS WAS THAT:

* THE OFFICE OF THE DEAN OF ACADEMIC AFFAIRS WOULD CONTINUE TO SPONSOR AND ENCOURAGE FACULTY DEVELOPMENT OPPORTUNITIES WHICH STRENGTHEN THE SKILLS AND KNOWLEDGE OF THE BMCC FACULTY, AND SUPPORT LEADERSHIP DEVELOPMENT OF A DIVERSE FACULTY.

THIS LED TO A NUMBER OF FACULTY DEVELOPMENT EFFORTS WHICH YOU WILL HEAR ABOUT SHORTLY.

A SECOND EXAMPLE FROM THE ACADEMIC AREA WAS THAT:

* THE OFFICE OF THE DEAN OF ACADEMIC AFFAIRS WOULD SEEK TO ENCOURAGE GREATER FACULTY PARTICIPATION AND CURRICULAR INVOLVEMENT IN OUR HISTORY AND HERITAGE MONTHS. AT BMCC WE HAVE PLACED A GREAT DEAL OF EMPHASIS ON ITALIAN-AMERICAN HERITAGE MONTH, HISPANIC HERITAGE MONTH, AFRICAN-AMERICAN HISTORY MONTH, WOMEN'S HISTORY MONTH AND MORE RECENTLY ASIAN HERITAGE MONTH. WE HAVE USED THESE MONTHS TO LAUNCH A VARIETY OF CO-CURRICULAR ACTIVITIES. ONE OF OUR GOALS IS TO SEE THE FACULTY USE THESE ACTIVITIES IN A MORE CURRICULAR WAY. SO ONE OF THE MEASURES OF SUCCESSOF THESE EVENTS FOR US IS THE DEGREE OF FACULTY AND STUDENT PARTICIPATION AND FOLLOW-UP. WHEN FOR EXAMPLE, WE SEE A VOLUME PRODUCED BY A WRITING CLASS SUCH AS THIS ONE FROM WOMEN'S HISTORY MONTH, WE KNOW THAT OUR EFFORTS ARE BEING SUCCESSFULL.

THESE EVENTS ARE SPONSORED DIRECTLY THROUGH THE PRESIDENT'S OFFICE, PLANNED BY COMMITTEES OF FACULTY, STAFF AND STUDENTS, AND SUPPORTED THROUGH FUNDS MADE AVAILABLE BY THE PRESIDENT FROM AUXILIARY ENTERPRISES AND SOMETIMES MATCHED BY THE STUDENT GOVERNMENT ASSOCIATION.

IN THE STUDENT LIFE AREA GOALS, OF COURSE, ARE MORE STUDENT RELATED. OUR COUNSELING STAFF, ALTHOUGH REFLECTING THE BLACK AND WHITE COMPOSITION OF OUR STUDENT BODY, DOES NOT YET SUFFICIENTLY ADDRESS OUR NEED FOR COUNSELORS WHO ARE BILINGUAL IN SPANISH/ENGLISH AND CHINESE/ENGLISH:

* THUS, A GOAL FOR THE DEPARTMENT IS AS OPENINGS OCCUR, TO RECRUIT ADDITIONAL MULTI-LINGUAL COUNSELING STAFF.

* AT BMCC, WE HAVE A MANDATORY FRESHMAN ORIENTATION COURSE IN WHICH STUDENTS ARE INTRODUCED TO STUDY SKILLS, AND EXPOSED TO THE DEMANDS OF COLLEGE AND HOW TO NEGOTIATE THE COLLEGE ENVIRONMENT. A SECOND GOAL FOR THE STUDENT LIFE DEPARTMENT IS TO UTILIZE THIS FRESHMAN ORIENTATION COURSE TO ENCOURAGE AND SUPPORT A RESPECT FOR DIVERSITY. THIS GOAL HAS LED TO STUDENT LIFE UNDERSTAKING A PROJECT WITH THE FACULTY WHO TEACH ENGLISH AS A SECOND LANGUAGE TO FIND WAYS TO BETTER ORIENT THE ESL STUDENT AND PREPARE THEM TO SUCCEED AT THE COLLEGE.

* A THIRD GOAL FROM STUDENT LIFE WAS TO SPONSOR PROGRAMS SUCH A CLUB FAIRS, WHICH HIGHLIGHT THE TALENTS, CONTRIBUTIONS AND COOPERATION OF OUR MULTI-CULTURAL STUDENT BODY. THIS YEAR THE DEPARTMENT SPONSORED, WITH THE STUDENT GOVERNMENT ASSOCIATION, A SPECIFIC CLUB DAY FOCUSSED AROUND THE THEME OF DIVERSITY AND USING THE TALENTS OF OUR MANY CLUBS.

BUILT INTO OUR PLAN WAS A COMPONENT RELATED TO OUR RELATIONS WITH THE COMMUNITY.

* THE ASSOCIATE DEAN FOR COLLEGE AND COMMUNITY RELATIONS WAS TO CONTINUE AS LIAISON TO DIVERSE COMMUNITY GROUPS AND FOSTER APPROPRIATE LINKS SUCH AS USE OF THE COLLEGE RECREATIONAL FACILITIES, CO-SPONSORING OF EDUCATIONAL EVENTS, AND NEW COURSES THROUGH CONTINUING EDUCATION. WE HAVE NOW, FOR EXAMPLE, BECOME THE CO-SPONSOR OF A MAJOR KWAANZA EVENT WHICH BRINGS A LARGE NUMBER OF AFRICAN-AMERICANS FROM THE COMMUNITY TO THE COLLEGE.

OTHER GOALS THAT REMAINED AS PART OF THE OFFICE OF THE PRESIDENT INCLUDED THE AFFIRMATIVE ACTION FUNCTION, THUS KEEPING RECRUITMENT, HIRING, AND PROMOTION OF A DIVERSE FACULTY AND STAFF A HIGH PRIORITY WITH THE AFFIRMATIVE ACTION OFFICER REPORTING DIRECTLY TO THE PRESIDENT.

AS PART OF THIS PRIORITY THE AFFIRMATIVE ACTION COMMITTEE HAS BEEN EXPANDED (TO INCLUDE STUDENTS) AND GIVEN VERY HIGH VISIBILITY. THE COMMITTEE, EAGER TO PROMOTE ITS VISIBILITY AND ROLE, IN FACT, SPONSORED A DAY FOCUSING ON DIVERSITY IN THE WORK PLACE. USING THE THEME OF "NEW FACES IN WORK PLACES" THE COMMITTEE LED AN EXCELLENT DISCUSSION ON CHANGING DEMOGRAPHICS AND THE INTEGRATION OF WOMEN, MINORITIES AND THE DISABLED INTO THE WORK PLACE. THE COMMITTEE HAS ALSO TAKEN ON THE ROLE OF SPEAKING AT DEPARTMENT MEETINGS TO BRING AFFIRMATIVE ACTION DOWN TO THE DEPARTMENTAL LEVEL.

CONCERNED THAT WE NEEDED TO MAKE A SPECIAL EFFORT TO SENSITIZE OUR FRONT LINE ADMINISTRATIVE STAFF IN SUCH AREAS AS BURSAR, REGISTRAR, FINANCIAL AID, WE HAVE BEGUN A PROGRAM WHICH BEGINS AS A TRAIN THE TRAINER EFFORT AND WILL SPIN OUT IN CONCENTRIC CIRCLES TO LARGER NUMBERS OF ADMINISTRATIVE STAFF.

THIS PROGRAM, "CUNY CONNECTIONS," WILL EVENTUALLY REACH MOST OF OUR FRONT LINE STAFF, I.E. THOSE WHO INTERACT WITH STUDENTS IN THEIR CONSUMER ROLE MOST OFTEN. ITS GOAL IS TO SENSITIZE STAFF TO THEIR OWN ATTITUDES TOWARD DIFFERENT KINDS OF PEOPLE AND THEIR BEHAVIORS IN INTERACTION WITH A VARIETY OF STUDENTS. IT WILL TRAIN STAFF TO EXHIBIT COURTESY, PATIENCE, TOLERANCE AND HELPFULNESS IN RELATING AND RESPONDING TO STUDENTS OF DIVERSE BACKGROUNDS AND CULTURES. THE PROGRAM USES BOTH VIDEO TAPES AND REAL LIVE TRAINERS TO ACCOMPLISH THIS GOAL.

ALSO THROUGH THE OFFICE OF THE PRESIDENT, DURING THE FIRST YEAR OF IMPLEMENTING OUR PLAN, THE COLLEGE DECIDED TO SEEK ASSISTANCE -- AND IN EFFECT STAFFING -- FROM AN OUTSIDE ENTITY WITH A LONG TRACK RECORD IN INTER-GROUP AND RACE RELATIONS: THE INSTITUTE FOR AMERICAN PLURALISM (A TRAINING UNIT OF THE AMERICAN JEWISH COMMITTEE).

USING A MULTI-ETHNIC TRAINING TEAM THE INSTITUTE WORKED WITH THE COLLEGE TO BRING TOGETHER GROUPS OF FACULTY, STAFF, STUDENTS AND ADMINISTRATORS (BEGINNING WITH THE CABINET) TO PARTICIPATE IN WORKSHOPS AND DIALOGUE DESIGNED TO FOSTER CROSS-CULTURAL UNDERSTANDING AND IMPROVE INTER-GROUP RELATIONS. THESE WORKSHOPS SPANNED AN ENTIRE YEAR AND WERE ALSO MADE AVAILABLE TO THE FRESHMEN WHO SPEND THE SUMMER AT THE COLLEGE IN A SPECIAL BASIC SKILLS PROGRAM, EXPOSING THEM EARLY TO THIS THOUGHT PROCESS. A NEXT STEP IS TO RECEIVE A REPORT BACK FROM THE TRAINERS WHICH CAN BE USED AS A BASIS OF INVOLVING FACULTY, STAFF AND STUDENTS IN FUTURE PLANNING.

THIS LATTER PROCESS HAS HAD BETTER SUCCESS IN ADMINISTRATOR ATTENDANCE THAN IN FACULTY AND STUDENT ATTENDANCE -- ILLUSTRATING, I BELIEVE -- THE NEED FOR EFFORTS SPECIFICALLY TARGETTED TO FACULTY -- AND THE NEED TO INCORPORATE THESE GOALS INTO FACULTY DEVELOPMENT EFFORTS. OUR DEAN OF ACADEMIC AFFAIRS, STEPHEN CURTIS, WILL TURN NOW TO DISCUSSION OF SOME OF THESE FACULTY FOCUSSED ACTIVITIES.

(STEVE)

(SADIE)

(RICHARD)

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REMARKS BY

DR. STEPHEN CURTIS

DEAN OF ACADEMIC AFFAIRS

BOROUGH OF MANHATTAN COMMUNITY COLLEGE/CUNY

AT THE

SECOND ANNUAL INTERNATIONAL CONFERENCE ON

LEADERSHIP DEVELOPMENT IN COMMUNITY COLLEGES

LEADERSHIP 2000 FORUM:

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TUESDAY, JULY 10, 1990

10:15 - 11:30 AM

SAN FRANCISCO HILTON

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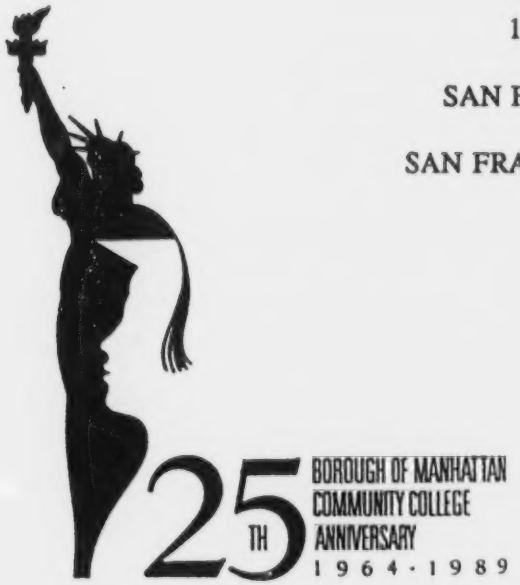


As President Kappner has stated, the Office of Academic Affairs was charged with a number of goals under the College's plan, and I'd like to focus on two to these: 1) faculty development opportunities, from the point of view of broadening the knowledge and skills of our faculty, as well as supporting leadership development and professional advancement; 2) curriculum revision and development, with primary emphasis on a faculty Committee on Enhancing Pluralism and Diversity in the Curriculum.

First, faculty development opportunities. In the Fall of 1988 the College inaugurated its ABD Seminar Program. This program sought to encourage tenured faculty, especially women and minority members of our staff, who were lacking only their dissertation for the doctorate, to complete their dissertations by participating in a seminar offering group support and individual dissertation counseling. I should add here that advancement within the professorial ranks at The City University of New York is dependent, with a few exceptions, upon holding the doctorate as a minimum criterion. Thus there are faculty at the instructor or lecturer level, or even Assistant Professors whose appointments were made some years ago before the introduction of the doctoral requirement, who cannot advance unless the doctorate is obtained. For these faculty the College attempted to provide both incentive and support.

The heart of the ABD program was the group seminar. The College approached Dr. David Sternberg, Professor of Sociology at John Jay College, who conceived and led the first seminars. Dr. Sternberg has been a dissertation and Master's thesis advisor since 1970 at two universities. His book, How to Complete and Survive a Doctoral Dissertation (1981), has sold over 30,000 copies nation-wide. In order to allow faculty appropriate time both for the seminar and actual work on the dissertation, the College released participants from half their teaching load for the semester. The participants took an equal number of hours as an unpaid leave of

absence, thus freeing them from teaching obligations for one term. Faculty also had the option of renewing their participation for a second term. The money saved by the College on the unpaid leaves of absence was sufficient to pay both adjunct replacements for the College-sponsored released time and all costs associated with the seminar.

The seminar met on a weekly basis, and it allowed faculty to solicit responses from the group on the scope of a given dissertation topic, on effective approaches to the topic, on the clarity of presentation, etc. Each member of the group had an assignment for the following week to critique material presented by a colleague. This peer review also served as a strong stimulus for each individual participant to write a chapter and have it ready to present to the group on time!

Of the original four faculty participants in the Fall of 1988, three have since completed their doctorates and two of those have subsequently been promoted. The three include one black female, one white female and one black male. The two who were promoted have moved from Assistant to Associate Professor; the third was already Full Professor by virtue of meeting appropriate criteria in the field of Nursing. By Fall of 1989 three new participants had entered the ABD program, and two of these, both black females, have now completed the doctorate and been promoted--in one case from Instructor to Assistant Professor and in the other from Assistant to Associate Professor. For this coming Fall five new participants have been accepted into the program.

The City University was impressed enough with the results of our first year that it has modeled a University-wide program, called the Faculty Advancement Program, on our initiative. In assuming responsibility for the program, in which, incidentally, we now participate, the University retained the principal facets of the program. Dr. Sternberg, the original seminar

leader, now trains a core of University faculty who serve as mentors for the various seminars. (One of our own BMCC faculty was in the first group to serve as seminar leaders this past year.) In addition, the University provides three hours of released time to participate in the seminar, hours which can, at the College's discretion, be matched at the campus level.

We have been extremely pleased with the results of this initiative, and we feel that it has enabled a number of our faculty to break through what can be both a practical and a psychological barrier. One of our faculty participants had entered the dissertation stage sixteen years ago, and with the responsibilities of full-time teaching, family obligations and other commitments, she had never been able to bring that project to fruition. All of us at the College were delighted when she finally received the doctorate; she, of course, was the most delighted of all.

A second faculty development effort, one which really overlaps with curriculum development, is a series of seminars offered by the University on Balancing the Curriculum for Gender, Race and Ethnicity. The University, as part of its University-wide Faculty Development Program, offers each year four to six seminars on various topics, for which faculty are released from three to six hours to participate. The Balancing the Curriculum seminar is one which is offered every year, and it has grown out of the recognition that most traditional understanding of knowledge has taken the experiences of white Anglo-American and European men as normative. Participating faculty explore recent scholarship and specific readings drawn from diverse racial, ethnic, economic and social groups, as well as women's studies, in order to integrate ideas from these materials into the curriculum of their own disciplines. Thus the seminar syllabus spans theory, practical examples and pedagogical issues. It allows faculty to examine effective teaching strategies for an urban community college whose student population

is so diverse. Over 50% of all minority students enrolled in college are enrolled in community colleges, so this point becomes a crucial one. For that reason we actively encourage and seek out faculty to participate in the Balancing the Curriculum seminar; and in the last four years we have always had at least one--and as many as 3--participants in the seminar.

The value of this particular faculty development effort has extended beyond the participants themselves. For the last two years, participants in the University-wide seminar have organized campus seminars dealing with pluralism and diversity issues. As one example, one session was led by two faculty presenters from nearby William Paterson College in New Jersey. The two drew on their own experience in developing a course on racism and sexism at their college; and that experience served as an excellent focal point for a discussion of practical classroom and curricular issues.

In these instances the Office of Academic Affairs has supported the campus seminars by providing honoraria for guest speakers and hosting a luncheon for all participants--about 30 in each case. It is this seminar model which has led to the second area of our charge--curriculum revision and development.

During the past academic year I established a faculty Committee on Enhancing Pluralism and Diversity in the Curriculum. The committee's charge included: 1) reviewing ways in which to establish greater links between curricular and non-curricular activities impacting pluralism; 2) examining faculty development activities which would result in greater awareness of pluralism issues in the classroom; 3) promoting gender, ethnic and racial balance in course content. As its first project, the Committee has now developed a long-range faculty development initiative, to be implemented this fall. The role of the Office of Academic Affairs has been to find the resources needed for the project, which we did through a University grant.

In brief, the Committee's project will begin in October with an all-day session open to all faculty. It will consist first of a report from the University's Office of Academic Affairs on the student/faculty demographics of The City University, a report which will serve as the context for subsequent discussion of issues; second, a report from a representative of the University Task Force on Pluralism and Diversity (a Task Force charged by the University Vice Chancellor for Academic Affairs to examine the pluralism issue on a University-wide basis), which will detail its process and its recommendations; third, a principal speaker, who will also serve as the principal consultant for the project; and finally a faculty forum, with members of various gender, racial and ethnic groups bringing to bear their own experiences and perceptions. The purpose of this initial session is to sensitize faculty to those issues so critical to their own classroom teaching.

Subsequent to the general faculty sessions, a group of 25-30 faculty will meet in smaller breakout groups later in the fall and again in the spring under the direction of the external consultant. These sessions will focus on specific multicultural issues in the classroom. The development of classroom approaches as well as feedback on teacher/student, student/student or whole group interactions will be emphasized. Student involvement during this stage of the project will be utilized as well. Our faculty committee is already planning to take a second and third group of faculty through the same process in 1991-92 and 1992-93, respectively. There is, then, a three-year plan at this point that would allow us to involve a significant number of faculty in a substantive way.

Finally, also in the area of curriculum, I would comment on the University-wide Task Force on Pluralism and Diversity. The final report of the Task Force, which has completed a two-year study, is not yet formally published. But preliminary recommendations focus on these

areas: institutional accountability; strengthening ethnic studies and women's studies programs within the University; faculty development; student involvement; recruiting more diverse faculty and administration; incorporating pluralism and diversity across the curriculum. We believe that we are already on track with many of the recommendations; but our campus committee will be asked to examine recommendations that we need to do more with: making texts, topics and issues related to pluralism and diversity more central to the entire educational experience; utilizing academic advisement to encourage students to enroll in courses that provide exposure to the diverse and pluralistic nature of contemporary American society; looking beyond our own Ethnic Studies program to infuse pluralism and diversity into traditional disciplines; emphasizing the importance of pluralism and diversity in the Freshman Year curriculum, including and required orientation course.

The objectives we're discussing here--faculty development, academic advisement, curricular change, the freshman year experience--all of these ultimately have an impact too on student retention. And for elaboration on this area, I'll turn to Dr. Sadie Bragg, who has been one of the principal leaders of our retention efforts.

BMCC
BOROUGH OF MANHATTAN COMMUNITY COLLEGE THE CITY UNIVERSITY OF NEW YORK 199 CHAMBERS STREET, NEW YORK, NY 10007

REMARKS BY

DR. SADIE BRAGG

ASSOCIATE DEAN OF ACADEMIC AFFAIRS FOR CURRICULUM AND INSTRUCTION

BOROUGH OF MANHATTAN COMMUNITY COLLEGE/CUNY

AT THE

SECOND ANNUAL INTERNATIONAL CONFERENCE ON

LEADERSHIP DEVELOPMENT IN COMMUNITY COLLEGES

LEADERSHIP 2000 FORUM:

MODEL PROGRAMS FOR RETAINING AND PROMOTING

MINORITIES AND WOMEN

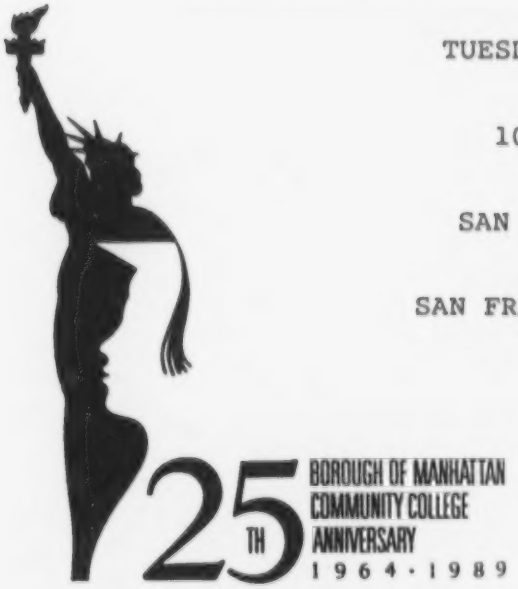
AND INCREASING MINORITY STUDENT RETENTION AND SUCCESS

TUESDAY, JULY 10, 1990

10:15 - 11:30 AM

SAN FRANCISCO HILTON

SAN FRANCISCO, CALIFORNIA



Retention Plan

As Dean Curtis mentioned earlier, about 50% of all minority students are enrolled in community colleges. Thus, the community college should play a significant role in retaining and promoting excellence for minorities and women.

At Borough of Manhattan Community College, as indicated by both President Kappner and Dean Curtis, we have devoted time and effort (and resources) to retaining and promoting excellence for our students who are primarily minorities and women.

The following graphs and charts indicate the ethnicity, gender, and diversity of the students at Borough of Manhattan Community College.

This bar graph shows that about 52% of our students are Black about 30% Hispanic; 8% Asians and about 9% are white.

This next gragh indicates that about 2/3 of our students are female.

This chart shows the diversity of our student body. 97 foreign countries are represented among our students. Nearly 20% of the student population speaks another language other than English.

So that you may have a clear picture of the educational backgound of our student body, I will now show you some tables that illustrate the basic skills needs of our students.

All entering Freshman must take a University-wide placement test in mathematics, reading, and English.

This table illustrates that in Fall 1989, 65% of the entering Freshmen who took the placement test needed arithmetic or elementary algebra.

The next table shows that in Fall 1989, 48% of the entering Freshmen needed reading.

Finally, this table indicates that in Fall 1989, 57% needed English or English-as-a second Language.

However, each table shows that in comparing the data in Fall 1988 with that of Fall 1989, more students are placing out of the basic skills.

This next table illustrates the retention of first time freshmen at the College. (Compare the data.)

Note that in Fall 1986 after 3 subsequent semesters 53.1% of the entering freshmen were retained as compared to 55.5% in Fall 1987 and 59.0% in Fall 1988. We are clearly retaining more first-time freshmen. Hence, more students.

We can contribute this success to several factors as outlined in the College's Retention Plan.

The College has a Retention Plan that was designed by faculty and students. The Committee on Retention was one of the seven Presidentially appointed planning committees established during the fall semester of 1987. (It is important for me to let you know that at the time of chairing this committee, I was a faculty member in the mathematics department.

The Committee included faculty from eleven of the eighteen departments as well as student representatives from student government.

The Committee was charged to make a complete study of the current retention programs, practices and problems at the College and to develop a five-year plan to help alleviate the problems found.

Two subcommitees were formed:

Current retention practices at the College

- surveyed faculty

- looked at existing data on retention at the College

- interviewed lab coordinators, counselors and faculty

The other subcommittee was on current retention practices and problems at other institutions

- did extensive review of the literature

- attended national and local conferences on retention

- went on site visits to see what other institutions were doing to retain students and to increase success

As you are aware, everything in a college affects retention. Thus, our committee, after researching and gathering facts, selected five areas that we believed had the greatest impact on retention at the College. These areas were Academic Advisement, Registration, Learning Assistance Programs (Learning Labs), Effective Teaching and Counseling. Then based on the Committees findings, the ideas and perceptions of faculty and students, its own experiences at the College and trends in the literature on retention, the Committee made recommendations for a five

year plan in the five areas. In advisement, the most noteable is faculty training. It is in this area that we are working with faculty to sensitize them to the cognitive and affective needs of our diverse student body.

Next, the Committee looked at registration.

In order to accomplish the recommendations indicated in the table on registration, we have begun to work with our front line staff such as admissions, the registrar, the bursar, financial aid and others in sensitizing the staff to the needs and concerns of the students that they serve. We will continue to do this through the CUNY Connections Program that President Kappner mentioned earlier.

The next area was Learning Assistance Programs.

You have alredy seen that we have a diverse student body who needs basic skills upon entering the college. For these students we provide ongoing support in the basic skills areas through tutoring in the central learning center and in the many labs throughout the College. The tutors in these labs are mainly our own students, our graduates or students from our four year sister institutions.

Good teaching and good advising in their broadest dimensions are the safety nets for retaining all students and in particular the underrepresented groups in education - minorities and women.

Through our successful affirmative action plan, we bring in diverse faculty who are sensitive to the needs of our students. Through our ABD Program and other professional

development efforts that Dean Curtis spoke about, the College is able to provide the faculty with faculty development that helps them to become more effective and successful teachers.

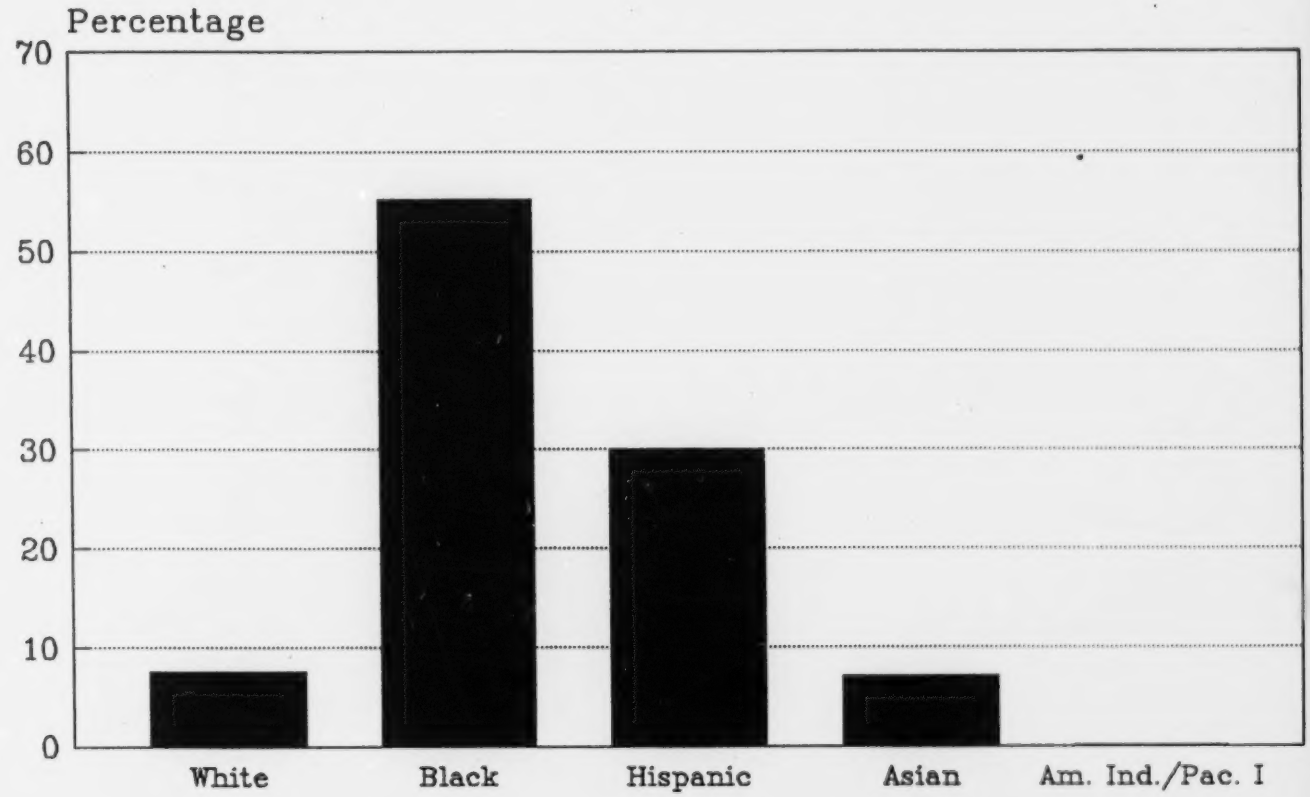
The fifth area considered by the Committee was counseling.

In response to the pluralism and diversity efforts in the University and in the College and in order to achieve the recommendations made in the area of counseling listed here, the College has hired more minority counselors. We are developing a peer counseling program and we have begun a student data base.

An example of one of the most effective retention models is our PreFreshmen Program. This program emcompasses all of the elements that I described for you earlier. That is - sound advisement and excellent registration procedures, use of learning labs and tutoring, and effective teaching and counseling.

Dean Jones who is our Dean of Freshmen Studies will tell you more about this program. Dean Jones

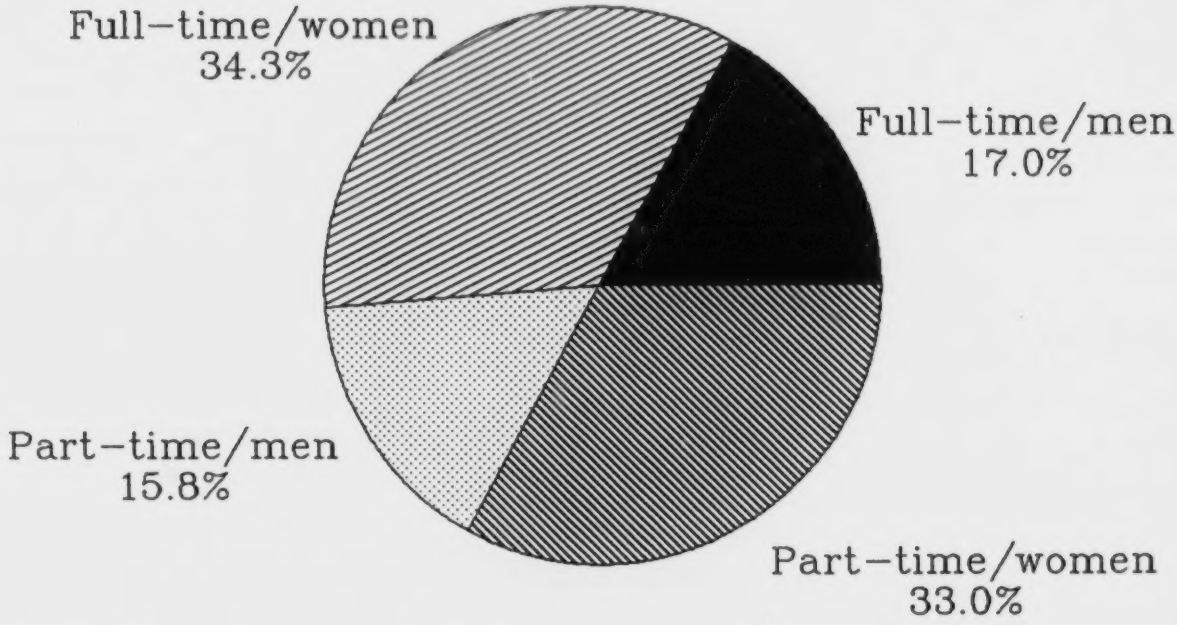
Ethnicity of BMCC Students



Ethnicity of BMCC Students

OIR – MM– 6/90

BMCC students' sex and enrollment status for Spring 1990



FOREIGN STUDENTS - COUNTRY OF ORIGIN

The country of origin for foreign students in Fall 1989 is as follows:

Algeria
Antiqua
Argentiana
Australia
Bahamas
Bangladesh
Barbados
Belgium
Bermuda
Bolivia
Brazil
Cambodia
Cameroon
Canada
Chile
China, People's Rep. of
Colombia
Costa Rica
Cyprus
Dominican Republic
Ecuador
Egypt
El Salvador
Ethiopia
France
Gambia
Germany, Fed. Rep. of
Ghana
Greece
Grenada
Guatemala
Guyana
Haiti
Honduras
Hong Kong
India
Indonesia
Ireland
Israel
Italy
Jamaica
Japan
Kenya
Korea
Kuwait
Lebanaon
Liberia
Libya
Macao
Madagasca
Melawi
Malaysia
Mexico
Morocco
Nepal
Netherlands
Netherlands Antilles
Nicaragua
Nigeria
Pakistan
Panama
Paraguay
Peru
Phillipines
Poland
Portugal
Saudi Arabia
Senegal
Sierra Leone
Singapore
South Africa
Spain
Sri Lanka
Sudan
Sweden
Switzerland
Syria
Taiwan
Tanzania
Thailand
Togo
Trinidad & Tobago
Turkey
Uganda
United Arab Emirates
United Kingdom
Uraguay
Venezuela
Zaire
Zambia
Cayman Islands
Burkina Faso
Montserrat
Angulla
Nambia
Curacoa
Rwanda

SOURCE: GREG WIST, SENIOR REGISTRAR, SURVEY CONDUCTED FALL 1989.

Basic Skills Placements – Mathematics

Borough of Manhattan Community College

Placement	Fall 1988		Fall 1989	
Arithmetic	49%	(1765)	43%	(2121)
Algebra	21%	(748)	22%	(1073)
Exempt	30%	(1087)	35%	(1729)
Total Tested	100%	(3600)	100%	(4923)

OIR – MM – 7/90

Basic Skills Placements in Reading

Borough of Manhattan Community College

Placement	Fall 1988	Fall 1989
Reading	54% (1962)	48% (2347)
Exempt	46% (1642)	52% (2587)
Total Tested	100% (3604)	100% (4934)

Basic Skills Placements – ESL & English

Borough of Manhattan Community College

Placement	Fall 1988		Fall 1989	
English	42%	(1525)	41%	(2009)
ESL	18%	(662)	16%	(795)
Exempt	39%	(1421)	43%	(2148)
Total Tested	100%	(3608)	100%	(4952)

OIR – MM – 7/90

Retention of First time Freshmen at BMCC

Fall 1986 to Fall 1988 cohorts

	Fall 1986 Enrolled for subseq. term	Fall 1987 Enrolled for subseq. term	Fall 1988 Enrolled for subseq. term
1st	2452 (100%)	2451 (100%)	2691 (100%)
2nd	1885 (76.8%)	1872 (76.3%)	2183 (80.9%)
3rd	1304 (53.1%)	1361 (55.5%)	1593 (59.0%)

OIR – MM – 6/90

FIVE YEAR PLAN

Advisement

Faculty Training

Reward Advisors

Faculty Friends

Advisement Center

FIVE YEAR PLAN

Registration

Fine Tune New System

Telephone Non-Register

No Shows-First Week: Telephone

Early Class Schedule

FINAL REPORT OF THE COMMITTE ON RETENTION

FIVE YEAR PLAN

Learning Centers and Labs

Conduct Study

Follow-up Students

Tutor Training

Ongoing Support For Basic Skills

FINAL REPORT OF THE COMMITTE ON RETENTION

FIVE YEAR PLAN

Effective Teaching

Faculty Mentors

Reward Good Teachers

Hiring Practice

Faculty Training

FINAL REPORT OF THE COMMITTE ON RETENTION

FIVE YEAR PLAN

Counseling

Develop Peer Counseling
Group Counseling and a
Mentoring System

DSL 101

Student Data Base

Chairperson (SLD)

Increase in
Counseling Personnel

BMCC
BOROUGH OF MANHATTAN COMMUNITY COLLEGE THE CITY UNIVERSITY OF NEW YORK 199 CHAMBERS STREET, NEW YORK, NY 10007

REMARKS BY

DR. RICHARD JONES

ASSOCIATE DEAN OF ACADEMIC AFFAIRS FOR FRESHMAN STUDIES

BOROUGH OF MANHATTAN COMMUNITY COLLEGE/CUNY

AT THE

SECOND ANNUAL INTERNATIONAL CONFERENCE ON

LEADERSHIP DEVELOPMENT IN COMMUNITY COLLEGES

LEADERSHIP 2000 FORUM:

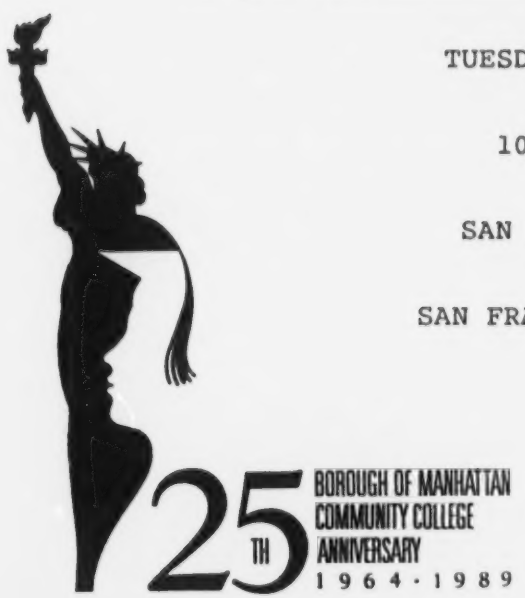
MODEL PROGRAMS FOR RETAINING AND PROMOTING MINORITIES AND WOMEN AND INCREASING MINORITY STUDENT RETENTION AND SUCCESS

TUESDAY, JULY 10, 1990

10:15 - 11:30 AM

SAN FRANCISCO HILTON

SAN FRANCISCO, CALIFORNIA



"THE PRE-FRESHMAN SUMMER IMMERSION PROGRAM - A MODEL PROGRAM FOR RETENTION AND SUCCESS"

THANK YOU DEAN BRAGG - IT IS INDEED A PLEASURE TO PROVIDE WHAT I CONSIDER ONLY A GLIMPSE OF AN EXCITING AND IMPORTANT PROGRAM AT BOROUGH OF MANHATTAN COMMUNITY COLLEGE - THE PRE-FRESHMAN SUMMER IMMERSION PROGRAM. ENTERING ITS FIFTH YEAR, IT IS A PROGRAM WHICH CAME ABOUT IN LARGE MEASURE BECAUSE OF A PRESIDENT WHO WAS WILLING TO FIND OUT ANSWERS TO A DIFFICULT PROBLEM (RETENTION), A DEDICATED FACULTY AND STAFF COMMITTED TO EXCELLENCE, AND STUDENTS SERIOUSLY IMMERSING THEMSELVES IN THE PROPOSITION THAT SACRIFICE AND INTENSITY WOULD RESULT IN SUCCESS.

WE BELIEVE BMCC'S PRE-FRESHMAN SUMMER IMMERSION PROGRAM HAS BEEN AN EXEMPLARY MODEL IN MEETING THE CHANGING NEEDS OF OUR STUDENTS AND FACULTY. SIMILAR TO MOST URBAN COMMUNITY COLLEGES, BMCC HAS BEEN FACED WITH AN INCREASING NUMBER OF NON-TRADITIONAL AND REMEDIAL LADEN FRESHMAN STUDENTS. AS PREVIOUSLY MENTIONED, IT HAS A HETEROGENOUS STUDENT BODY WHICH ENTERS THE INSTITUTION WITH VARYING DEGREES OF COLLEGE PREPARATION. THERE ARE LARGE NUMBERS OF WOMEN (79%) FIRST GENERATION COLLEGE STUDENTS, A CULTURALLY AND ETHNICALLY DIVERSE POPULATION (52% BLACK, 34% HISPANIC, 9% ASIAN, 5% OTHER), COMPRISED OF WORKING ADULTS, PARENTS OF YOUNG CHILDREN, SENIOR CITIZENS AND FOREIGN STUDENTS, AND THE VAST MAJORITY ARE IN NEED OF BASIC SKILLS INSTRUCTION AND AN ORIENTATION TO THE COLLEGE EXPERIENCE. IT SHOULD BE NOTED THAT ALL STUDENTS ENTERING THE CITY UNIVERSITY OF NEW YORK ARE REQUIRED TO TAKE FRESHMEN SKILLS ASSESSMENT EXAMINATIONS IN READING, WRITING, AND MATHEMATICS. IF IT IS DETERMINED THAT DEFICIENCIES EXIST IN ANY OF THE RESPECTIVE AREAS STUDENTS MUST ENROLL IN SUCH COURSES AND POST POST-TEST.

THE PRE-FRESHMAN SUMMER IMMERSON PROGRAM PROVIDES SIX WEEKS OF INTENSIVE INSTRUCTION IN READING, WRITING, ENGLISH AS A SECOND LANGUAGE, AND MATHEMATICS ALONG WITH A COMPREHENSIVE ORIENTATION TO COLLEGE. SINCE ITS INCEPTION IN 1986, IT HAS BEEN AN OVERWHELMING SUCCESS IN LINKING OPEN ACCESS (OPEN ADMISSIONS) TO SOLID ACADEMIC PREPARATION FOR OVER 4,800 FRESHMEN. THE PROGRAM HAS INTEGRATED COGNITIVE SKILL DEVELOPMENT WITH THE AFFECTIVE NEEDS OF STUDENTS IN AN INTENSIVE AND SUPPORTIVE ACADEMIC ENVIRONMENT. IT HAS SMOOTHLY MESHED SUCH ELEMENTS AS RECRUITMENT AND STUDENT ORIENTATION, FACULTY AND STAFF DEVELOPMENT, BASIC SKILLS INSTRUCTION, CULTURAL AND ETHNIC DIVERSITY AWARENESS, MENTORING, COLLABORATIVE LEARNING, COOPERATIVE EDUCATION, ACADEMIC ADVISEMENT, COUNSELING, AND TUTORING INTO A SYSTEMIC MODEL, WHICH DRIVES THE FACULTY AND STUDENTS TO HIGH LEVELS OF EXPECTATIONS, AND ACADEMIC EXCELLENCE. IT HAS BEEN, WITHOUT QUESTION, A PROGRAM WHICH HAS BEEN DIRECTLY RESPONSIBLE FOR NEW ACADEMIC OFFERINGS IN THE REGULAR ACADEMIC YEAR PROGRAM; AND IT HAS LED TO A DRAMATIC INCREASE IN STUDENT RETENTION, PERSISTENCE AND ACADEMIC ACHIEVEMENT AT OUR COLLEGE.

SEVERAL OF THE IMPORTANT ELEMENTS OF OUR PROGRAM INCLUDE AN INNOVATIVE CURRICULUM ENHANCED BY A THEME CENTERED APPROACH WHICH FOCUSES ON LOWER MANHATTAN ("LOWER MANHATTAN: IT'S MORE THAN A NEIGHBORHOOD"). THESE ELEMENTS FIELD TRIPS AND SELECTED READINGS WHICH INCLUDE THE CONTRIBUTION OF MINORITIES TO THE DEVELOPMENT OF THIS DYNAMIC AREA OF THE CITY; SMALL CLASS SIZES, A DIVERSIFIED FACULTY SELECTED FROM A POOL OF FULL AND PART-TIME FACULTY IN THE COLLEGE AND UNIVERSITY WHO ALSO BRING PREVIOUS EXPERIENCES IN THE SECONDARY PUBLIC AND PAROCHIAL SCHOOL ENVIRONMENTS; TEACHING ASSISTANTS OR TUTORING STAFF WHO

REPRESENT A UNIQUE GROUP OF STUDENTS, MANY OF WHOM ARE FROM HISTORICALLY BLACK COLLEGES, IVY LEAGUE SCHOOLS, AND MIDWESTERN COLLEGES, AND FROM OVER 50 OTHER COLLEGES AND UNIVERSITIES (THESE YOUNG PEOPLE WERE RECRUITED BECAUSE THEY REPRESENT SUCCESSFUL ROLE MODELS AS ALUMNI FROM NEW YORK CITY PUBLIC AND PAROCHIAL SCHOOLS). AND FINALLY, A KEY ELEMENT OF THE PROGRAM HAS BEEN THE STUDENT INCENTIVES DESIGNED TO ENHANCE THE STUDENTS EXPERIENCE AND LESSEN THE PRESSURES OF ATTENDING COLLEGE DURING THE SUMMER.

IT IS A PROGRAM WHICH BEGAN AS A PILOT PROGRAM OF CITY UNIVERSITY OF NEW YORK'S PRE-FRESHMAN INITIATIVE IN 1986. BMCC'S PROGRAM HAS GROWN FROM SIMPLY A BASIC SKILLS PROGRAM FOR 70 STUDENTS, FOUR FACULTY MEMBERS AND THREE TEACHING ASSISTANTS, AND HAS DEVELOPED INTO A COMPREHENSIVE PROGRAM SERVICING 1500 STUDENTS AND EMPLOYING OVER 300 FACULTY AND STAFF IN 1990. THE PROGRAM HAS TRIGGERED RENEWED FACULTY AND STAFF INTEREST IN RETENTION, AND HAS DISPLACED THE VIEW THAT MOST FRESHMEN ARE POTENTIAL ATTRITION STATISTICS. THE PROGRAM HAS PLAYED A LARGE PART IN CHANGING ATTITUDES ABOUT STUDENT PERFORMANCE, AND HAS INFUSED A SPIRIT OF STUDENT SUCCESS IN ALL SECTORS OF THE INSTITUTION. AN OUTGROWTH OF OUR PROGRAM HAS BEEN THE OVERWHELMING NUMBERS OF OUR FACULTY AND STAFF FROM OTHER ACADEMIC DISCIPLINES AND ADMINISTRATIVE AREAS APPLYING TO PARTICIPATE IN THE PROGRAM. THIS INTEREST AND THE DESIRE TO EXPAND POSSIBILITIES AND MAINTAIN EXCELLENCE HAS RESULTED IN EXTENSIVE AND ON-GOING FACULTY DEVELOPMENT EFFORTS EACH SPRING, AND HAS PROVIDED AN EXCELLENT FORUM FOR IN-DEPTH DISCUSSION CONCERNING RETENTION STRATEGIES, CULTURAL AND ETHNIC DIVERSITY IN THE CURRICULUM,

LEARNING STYLES OF STUDENTS, INNOVATIVE APPROACHES TO BASIC SKILLS INSTRUCTION AND PROMOTION OF CRITICAL EXCHANGE OF IDEAS AND PEDAGOGICAL APPROACHES TO TEACHING.OUR PROGRAM ENROLLS BASICALLY FIVE DISTINCT POPULATIONS WHO OPT IN OR OUT BASED ON THEIR ABILITY TO MEET THE DEMANDS OF THE PROGRAM AND THE SCHEDULING. THESE POPULATIONS ARE: PRE-FRESHMAN, POST-FRESHMAN, PRE AND POST 24 CREDIT PROGRAM STUDENTS AND EVENING PRE-NURSING STUDENTS. PRE-FRESHMAN ARE STUDENTS WHO WILL BE FIRST TIME FRESHMEN FALL 1990; POST-FRESHMAN ARE STUDENTS WHO WILL BE RETURNING TO BMCC FOR THEIR SECOND SEMESTER; PRE AND POST 24 CREDIT STUDENTS ARE STUDENTS ACCEPTED CONDITIONALLY IN A PROGRAM CALLED THE MANHATTAN DISCRETIONARY PROGRAM, WHICH PROVIDES AN OPPORTUNITY FOR STUDENTS TO EARN 24 CREDITS AND SUBSEQUENTLY APPLY TO THE NEW YORK STATE DEPARTMENT OF EDUCATION FOR THE HIGH SCHOOL EQUIVALENCY DIPLOMA. THE EVENING PRE-NURSING STUDENTS ARE ENROLLED IN THE PROGRAM AS A RESULT OF A COLLABORATIVE EFFORT BETWEEN BMCC AND LOCAL HOSPITAL WORKERS UNIONS, TO ENCOURAGE HEALTH CARE WORKERS TO CONSIDER COLLEGE AND THE NURSING PROFESSION. ALL OF THE AFOREMENTIONED STUDENTS ARE ELIGIBLE TO PARTICIPATE IN THE PROGRAM BASED ON UNIVERSITY FRESHMAN SKILLS EXAMINATION PLACEMENT SCORES AND SKILLS LEVELS THAT PREDICT DIFFICULTY WITH COLLEGE WORK.

AS PREVIOUSLY MENTIONED, THE PROGRAM IS AN INTENSIVE SIX WEEKS OF BASIC AND ACADEMIC SKILLS INSTRUCTION, AND PROVIDES ALL LEVELS OF BASIC SKILLS INSTRUCTION IN READING, WRITING, MATHEMATICS AND ENGLISH AS A SECOND LANGUAGE. AT THE CONCLUSION OF THE PROGRAM ALL STUDENTS ARE POST-TESTED (THE UNIVERSITY AND COLLEGE EXIT CRITERIA ARE UTILIZED TO DETERMINE PROGRESS OR EXEMPTION FROM FURTHER REMEDIAL OBLIGATIONS).

THE MODEL USED IS AN INTEGRATIVE BASIC SKILLS APPROACH WHICH FORGES A COLLABORATIVE EFFORT BETWEEN INSTRUCTORS, COUNSELORS, TEACHING ASSISTANTS AND PEER COUNSELORS AND ADMINISTRATIVE STAFF. THIS INSTRUCTIONAL MODEL UTILIZES AN IN-CLASS TEACHING ASSISTANT (TUTOR), SMALL CLASS SIZE AND COLLABORATIVE LEARNING EXPERIENCES. IT'S DESIGNED TO PROVIDE STUDENTS WITH AN INTIMATE AND SUPPORTIVE ACADEMIC ENVIRONMENT DURING THE ACQUISITION OF THEIR BASIC SKILLS. IT ALSO MAKES MORE READILY ACCESSIBLE INSTRUCTIONAL SUPPORT SERVICES SUCH AS LABS AND OTHER SUPPORT TO AUGMENT COURSE OBJECTIVES.

THE COUNSELING COMPONENT OF THE PROGRAM ADDRESSES THE AFFECTIVE NEEDS OF THE PFSIP POPULATION THROUGH FOUR AREAS: AN ORIENTATION COURSE (AN OFFERING NORMALLY GIVEN TO ALL INCOMING STUDENTS THEIR FIRST SEMESTER FOR CREDIT), A HEALTH FOCUS EXPERIENCE, THE BLACK MALE INITIATIVE, AND THE PEER COUNSELING EXPERIENCE, ALL ARE DESIGNED TO ENHANCE THE STUDENTS ACADEMIC SELF-ESTEEM AND ATTITUDES TOWARD LEARNING, ASSIST STUDENTS IN EXPLORING BENEFITS OF GOOD NUTRITION, STRESS MANAGEMENT, EXERCISE AND DISEASE PREVENTION, FOSTER STUDENT SUCCESS IN BASIC SKILLS COURSES, INCREASE SELF-AWARENESS IN AREAS RELATED TO ACHIEVING ACADEMIC AND CAREER GOALS, AND TO FACILITATE THE STUDENTS' TRANSITION FROM HIGH SCHOOL OR WORKPLACE TO COLLEGE.

THE MOST RECENT OUTGROWTH OF THE PRE-FRESHMAN SUMMER IMMERSION PROGRAM IS THE BLACK MALE INITIATIVE. THE THRUST OF THIS INNOVATIVE PROGRAM IS TO MERGE COGNITIVE AND AFFECTIVE DEVELOPMENT INTO A SYSTEMIC MODEL. THIS PARTICULAR INITIATIVE WILL HOPEFULLY SERVE AS AN

EDUCATIONAL PROTOTYPE WHICH ATTEMPTS TO ADDRESS ISSUES SURROUNDING DIFFICULTIES ENCOUNTERED BY BLACK MALES AT BMCC IN ACADEMIC PERFORMANCE, ACHIEVEMENT; IT ALSO ADDRESSES PROBLEMS IN RETENTION WHICH OCCUR AS A RESULT OF INADEQUATE PREPARATION, LOW EXPECTATION AND RACIAL/GENDER INSENSITIVITY. THE BMI ACKNOWLEDGES THE WHOLENESS OF THE BLACK MALE AND ALLOWS FOR THE ADDRESSING OF NOT ONLY ACADEMIC CONCERNS, BUT ALSO FOR HEALTH (PHYSICAL, SOCIAL, EMOTIONAL, PSYCHOLOGICAL, AND SPIRITUAL) CONCERNS. THIS PARTICULAR ORIENTATION IN TURN ALLOWS FOR THE DEVELOPMENT OF A CURRICULUM WHICH INCLUDES DIDACTIC AS WELL AS EXPERIENTIAL LEARNING MODALITIES.BMI DEPARTS FROM THE USUAL SOCIAL SCIENCE DEFICIT AND PATHOLOGICAL MODEL OFTEN USED IN EXAMINING THE BLACK MALE EXPERIENCE. BUILDING ON THE STRENGTHS AND ABILITIES OF THE BLACK MALE STUDENT, BMI SEEKS TO HARNESS AND HIGHLIGHT THE POSITIVE BEHAVIORAL PATTERNS THAT ARE DEVELOPED IN RESPONSE TO RACISM, EDUCATIONAL STEREOTYPING, AND PAUCITY OF POSITIVE RELATIONSHIPS. AS THIS INITIATIVE DEVELOPS, WE ANTICIPATE THE ESTABLISHMENT OF CONCRETE LINKAGES WITH ELEMENTARY AND SECONDARY PUBLIC SCHOOLS IN ORDER TO ADDRESS THE EARLIER DEVELOPMENT PATTERNS OF YOUNG BLACK MALES.

FINALLY, AN IMPORTANT ELEMENT OF THE PFSIP PROGRAM ARE ITS INCENTIVES. THE PROGRAM PROVIDES STUDENTS WITH INCENTIVES SOME VERY OBVIOUS AND BASIC, WHILE OTHERS COULD BE CATEGORIZED AS "HIDDEN". THE PROGRAM OFFERS LIMITED SUPPORT FOR BOOKS, LUNCH AND TRANSPORTATION. IN ADDITION, THE PROGRAM ATTEMPTS TO PROVIDE CHILD CARE SERVICES, RECREATIONAL AND FITNESS FACILITIES, PRE-REGISTRATION FOR FALL, ACADEMIC ADVISEMENT, LIBRARY ORIENTATION SESSIONS AND THE USE OF

COMPUTER AND OTHER SPECIALIZED LABS. IT IS THE PROGRAM'S INTENT TO PROVIDE INCENTIVES WITHIN THE CONTEXT OF NOT ONLY ASSISTING STUDENTS BY ADDRESSING THEIR BASIC ACADEMIC NEEDS, BUT ALSO BY PROVIDING THEM WITH AN ATMOSPHERE AND OPPORTUNITY TO EXPERIENCE BMCC AS A WARM AND SUPPORTIVE INSTITUTION. THE PROGRAM AFFORDS STUDENTS AN OPPORTUNITY TO DEVELOP A SENSE OF "BELONGING" TO BMCC AND CONFIDENCE IN DEALING WITH A VARIETY OF SYSTEMS.

WHAT HAVE BEEN THE OUTCOMES?

OUTCOMES

BY THE END OF EACH SUMMER, WE ARE CONVINCED THAT SOMETHING GOOD IS HAPPENING. THE ENTHUSIASM OF BOTH THE FACULTY AND STUDENTS IS VERY HIGH. AN ESPIRTI DE CORPS HAS DEVELOPED AND IS OBVIOUS TO EVERYONE. WE ENHANCE THIS SPIRIT THROUGH AN UPBEAT CLOSING CEREMONY AND REINFORCE THE SPIRIT OF SUCCESS.

IT SHOULD BE NOTED THAT FACULTY, STAFF AND STUDENTS SPEND MORE TIME ON CAMPUS THAN THE MINIMUM REQUIRED TO COMPLETE THE PROGRAM. THIS TIME IS OFTEN SPENT WITH EACH OTHER, EITHER OVER LUNCH OR SPEAKING WITH ONE ANOTHER IN THE BOOKSTORE, LIBRARY OR LOUNGES. AS I PREVIOUSLY MENTIONED, OVER THE FOUR YEARS THAT BMCC AND THE UNIVERSITY HAVE PROVIDED THIS OPPORTUNITY, BMCC HAS HAD THE LARGEST AND MOST COMPREHENSIVE PROGRAM AND IT HAS GROWN AT BMCC FROM 70 STUDENTS IN THE FIRST YEAR, TO 703 IN THE SECOND YEAR, TO 1282 IN THE THIRD YEAR, 1419 IN 1989 AND OVER 1500 THIS YEAR. ANALYZING THE PROGRAM DATA FOR THE SUMMERS OF 1987, 1988 and 1989:

THE FOLLOWING ARE SOME OF THE HIGHLIGHTS OF PREVIOUS YEARS:

* OF THE 703 ENROLLED IN 1987 96% COMPLETED THE PROGRAM
* OF THE 1282 ENROLLED IN 1988 92% COMPLETED THE PROGRAM
* OF THE 1418 ENROLLED 92% COMPLETED IN 1989
* OF THOSE COMPLETING, 93% ENROLLED IN THE FALL SEMESTER 1989.

  THIS COMPARES TO A REGULAR SHOW RATE OF 65% OF FALL ADMISSIONS EACH YEAR.

* ALSO WHEN USING UNIVERSITY CRITERIA FOR MAKING PROGRESS I.E. EITHER MOVING ON TO THE NEXT LEVEL OF REMEDIATION OR MOVING OUT OF THE REMEDIATON SEQUENCE ENTIRELY, THE OVERALL PERCENTAGES FOR 1986-89 CONSISTENTLY SHOW A SIGNIFICANT HIGHER PASS RATE IN EACH BASIC SKILL FOR STUDENTS ENROLLED IN OUR PROGRAM:

* 87% OF THE PRE-FRESHMAN STUDENTS ENROLLED IN MATHEMATICS MADE PROGRESS MEASURED IN THESE TERMS

  * 78% OF THOSE IN WRITING PROGRESSED

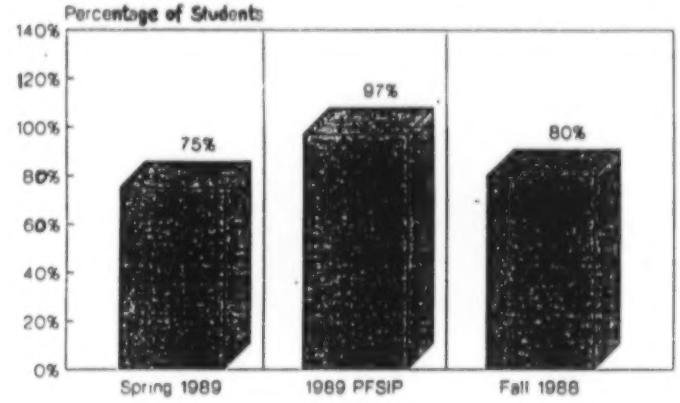
  * 63% OF THOSE IN FSL PROGRESSED

  * 75% OF THOSE IN READING PROGRESSED

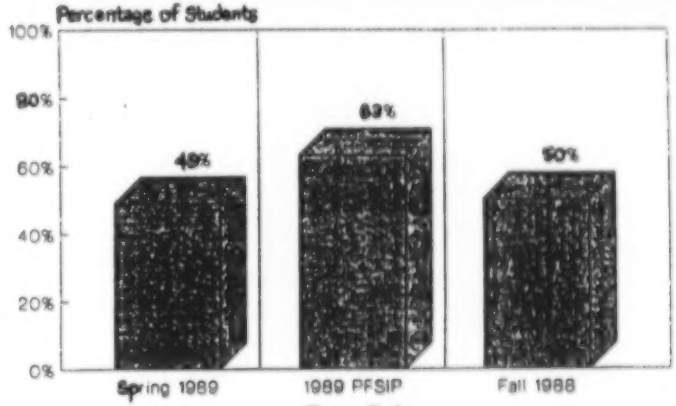
  * 98% COMPLETED THEIR ACADEMIC SKILLS ORIENTATION COURSE

THE FOLLOWING CHARTS FOR THE 1989 PROGRAM SHOW THE RESULTS OF PROGRESS PARTICIPANT WHEN COMPARED TO NON-PARTICIPANT FRESHMAN FOR SPRING '89 AND FALL '89.

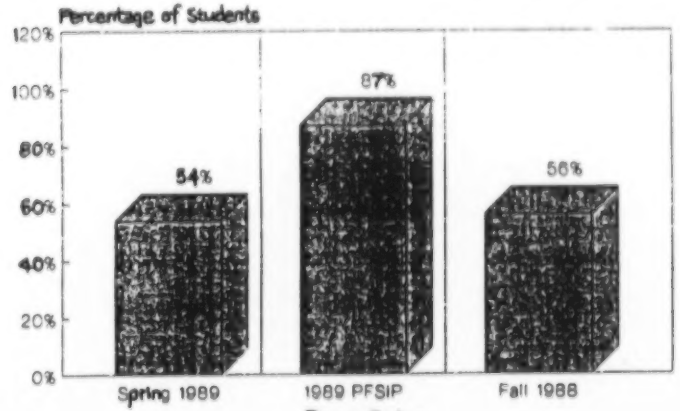
DSL
1989 PFSIP Compared to F'88 & S'89



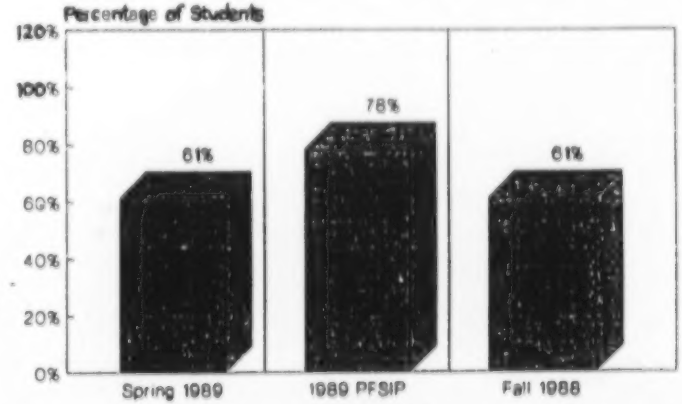
ALL ESL
1989 PFSIP Compared to F'88 & S'89



ALL MATH
1989 PFSIP Compared to S'89 & F'88



ALL ENGLISH
1989 PFSIP Compared to F'88 & S'89



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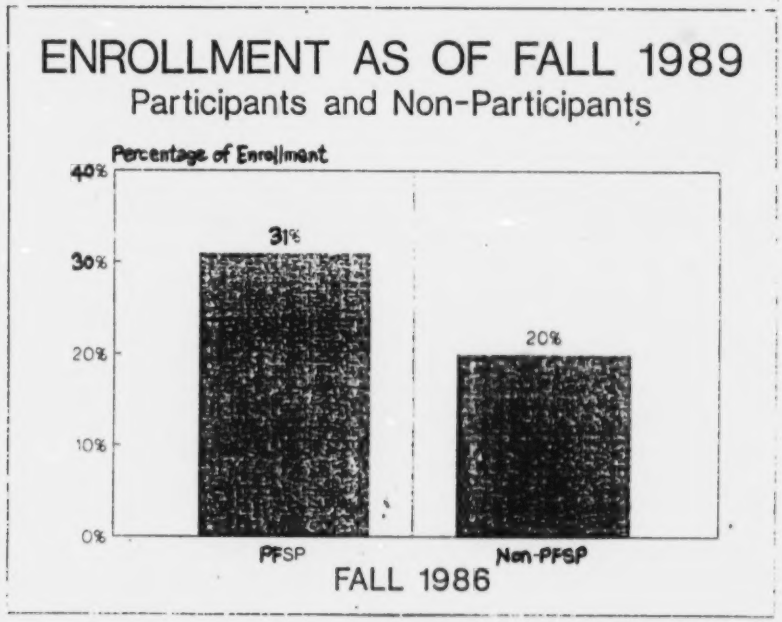
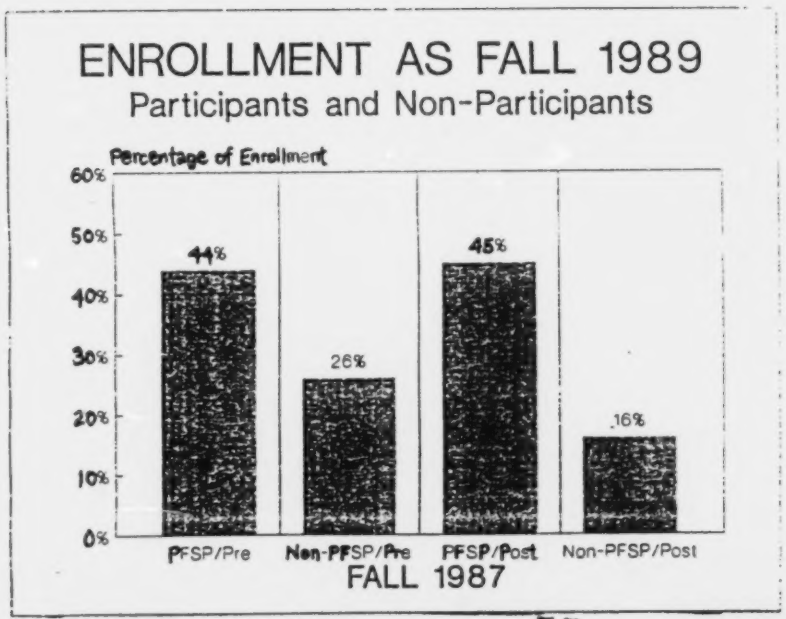
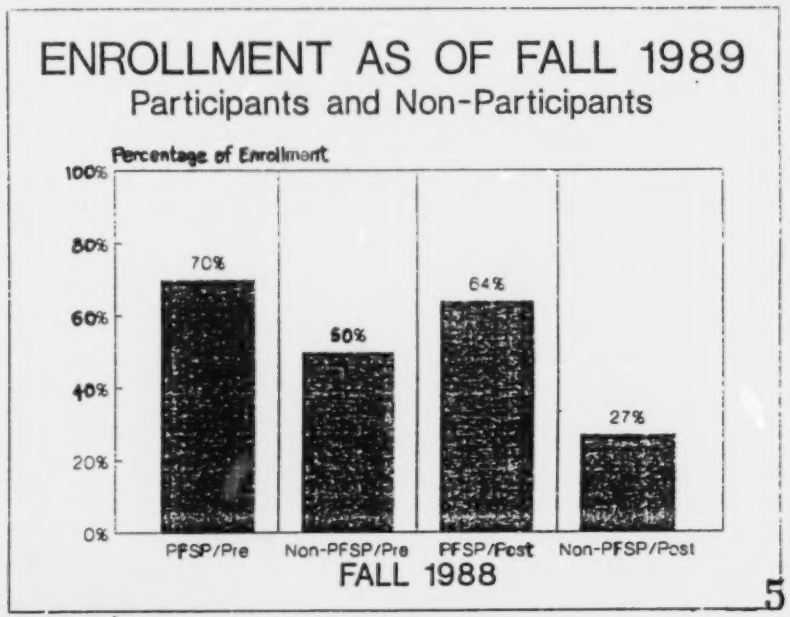
WITH FOUR SUMMERS OF EXPERIENCE BEHIND US, WE NOW ALSO HAVE THE ABILITY TO LOOK AT SOME OF THE LONGITUDINAL DATA. IN EVERY INSTANCE, CONTROLLING FOR THE LEVEL OF BASIC SKILLS COMPETENCY A STUDENT ENTERS WITH, STUDENTS WHO PARTICIPATED IN THE PRE-FRESHMAN SUMMER PROGRAM WERE RETAINED FROM FRESHMAN TO SOPHOMORE YEAR AT A SIGNIFICANTLY GREATER RATE THAN STUDENTS WHO DID NOT PARTICIPATE IN THE SUMMER PROGRAMS.

THE FOLLOWING CHARTS PROVIDE RETENTION FIGURES FOR THREE (1986-1988) OF PREVIOUS YEARS.







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REVIEWING THE DATA ON THE 1987 AND 1988 SUMMER PROGRAM:

THE 1988 SUMMER IMMERSION PROGRAM PRE-FRESHMAN STUDENTS HAVE AN 20% HIGHER RETENTION RATE THAN THEIR FRESHMAN COUNTERPARTS/AND THE POST-FRESHMAN PARTICIPANTS HAVE A 37% HIGHER RETENTION RATE THAN THEIR POST-FRESHMAN COUNTERPARTS.

THE 1987 SUMMER IMMERSION PROGRAM PRE-FRESHMAN STUDENTS HAVE AN 18% HIGHER RETENTION RATE THAN THEIR PRE-FRESHMAN COUNTERPARTS/AND POST-FRESHMAN PARTICIPANTS HAVE A 29% HIGHER RETENTION RATE THAN THEIR POST-FRESHMAN COUNTERPARTS.

THE 1986 SUMMER IMMERSION PROGRAM PRE-FRESHMAN STUDENTS HAVE A 11% HIGHER RETENTION RATE THAN THEIR COUNTERPARTS.

THESE IMPROVED RETENTION DATA SURPASS THAT FROM ANY OTHER MODELS THAT I HAVE SEEN RECENTLY. THE SUCCESS OF THE PROGRAM HAS LED US AT BMCC TO BEGIN TO THINK THROUGH HOW COMPONENTS OF THE PROGRAM CAN BE TRANSFERRED TO OUR REGULAR ACADEMIC OFFERINGS. THE FIRST STEP IN THIS PROCESS WAS THE CREATION OF THE POSITION OF ASSOCIATE DEAN OF ACADEMIC AFFAIRS FOR FRESHMAN STUDIES REPORTING TO THE DEAN OF ACADEMIC AFFAIRS AND THE APPOINTMENT OF THE SUMMER PROGRAM COORDINATOR TO THIS POSITION. A SECOND STEP HAS BEEN THE OFFERING OF WINTER INTERSESSION PRE-FRESHMAN AND POST-FRESHMAN IMMERSION PROGRAM AND TUTORIALS TO UTILIZE ANOTHER PART OF THE YEAR AVAILABLE TO US.

A THIRD STEP HAS BEEN FOCUSING A COLLEGE COMMITTEE ON RETENTION AS A MAJOR AREA FOR PLANNING. A FOURTH STEP HAS BEEN OUTREACH TO THE FOUNDATION WORLD REGARDING SUPPORT AND EVALUATION OF THE PROGRAMS. FORD FOUNDATION HAS PROVIDED OUR COLLEGE WITH A GRANT TO SUPPORT THE

WINTER IMMERSION PROGRAM AND A NEW INITIATIVE, THE PRE-TRANSFER PROGRAM TO ENCOURAGE MINORITY STUDENTS TO TRANSFER TO SENIOR COLLEGES. IN THE PUBLIC SECTOR, THE GOVERNOR HAS RECOGNIZED THE PROGRAM IN SEVERAL STATE OF THE STATE MESSAGES AS A PROGRAM OF HIGH PRODUCTIVITY AND COST EFFECTIVENESS AND MORE IMPORTANTLY HAS SUPPORTED THE BUDGET REQUESTS. LIKEWISE, THE STATE LEGISLATURE HAS NOT ONLY RECOGNIZED THE PROGRAM'S IMPACT AND POTENTIAL, BUT THEY TOO HAVE SUPPORTED IT.

AS WE CONTINUE THIS PROCESS OF LAUNCHING AND DEVELOPING A MAJOR RETENTION EFFORT AT BMCC, WE HAVE CONSIDERED WHY THE PROGRAM WORKS. WE MUST CONCLUDE THAT IN ADDITION TO THE SOLID ACADEMIC PLANNING AND INTERVENTION - AN IMPORTANT PART OF THE PROGRAM'S SUCCESS IS OUR ABILITY TO REPLICATE IN A VERY LARGE, PREDOMINANTLY MINORITY, URBAN COMMUNITY COLLEGE SOME OF THE ASPECTS OF "RESIDENCY" THAT MIGHT BE FOUND IN A SMALL RESIDENTIAL COLLEGE SERVING A VERY DIFFERENT STUDENT POPULATION. THE NUMBER OF HIGHLY TALENTED AND DIVERSE FACULTY AND STAFF WE PROVIDE, THE OLDER BUT "ALMOST-PEER" TUTORS, THE NUMBER OF HOURS ON CAMPUS, AND EVEN THE SHARING OF MEAL-TIME BETWEEN FACULTY AND STUDENTS - ALL THESE CONTRIBUTE TO THE "BONDING" OF THE STUDENT WITH THE COLLEGE AT AN EARLY POINT IN THEIR ACADEMIC CAREER, THAT AND WE BELIEVE, CONTRIBUTE TO IMPROVED RETENTION. WE DO NOT YET KNOW THE WEIGHT OF THE ACADEMIC AND NON-ACADEMIC VARIABLES INVOLVED BUT WE ARE ASSESSING THEIR IMPACT.

THE SUCCESS OF OUR SUMMER PROGRAM ALSO RAISES FOR US QUESTIONS WHICH WILL NEED TO BE ADDRESSED IN THE FUTURE.

* THE FIRST OF THESE IS WHETHER OR NOT THESE RETENTION GAINS WOULD CONTINUE IF THE PROGRAM IS ALLOWED TO GROW MUCH LARGER. IN OTHER WORDS IS SMALL BEAUTIFUL? DO POSITIVE OUTCOMES DIMINISH BEYOND A CERTAIN, YET TO BE DETERMINED, CRITICAL SIZE?

* THE SECOND QUESTION MIGHT BE, DOES INCREASED RETENTION LEAD TO INCREASED GRADUATION RATES, AND IF SO TO WHAT DEGREE, IF NOT, WHY NOT?

* THE THIRD QUESTION MIGHT BE, TO WHAT DEGREE THE PROGRAM ELEMENTS ARE TRANSFERRABLE TO "THE MAINSTREAM"?

TO SOME DEGREE, WE HAVE ANSWERED SEVERAL OF THESE QUESTIONS:

* WHILE THE PROGRAM HAS INCREASED FROM 70 STUDENTS TO OVER 1500 STUDENTS IN THE SPACE OF FIVE YEARS, THE OUTCOMES REMAIN RELATIVELY CONSTANT. RETENTION AND PERFORMANCE OF PARTICIPANTS IN THE PROGRAM AND THROUGHOUT THE ACADEMIC YEAR CONTINUES TO BE IMPRESSIVE.

* PRELIMINARY RESULTS REVEAL THAT COMPLETERS OF THE PRE-FRESHMAN IMMERSION PROGRAM ARE ATTEMPTING AND COMPLETING MORE CREDITS IN A SHORTER TIME. CONSEQUENTLY, THESE STUDENTS ARE COMPLETING REQUIREMENTS SOONER AND ARE ATTAINING HIGHER GRADE POINT AVERAGES AND COMPLETING REQUIREMENTS SOONER THEREBY GIVING THEM AN ADVANTAGE AS IT RELATES TO GRADUATION.

* THE COLLEGE HAS TO-DATE INTEGRATED SEVERAL OF THE ELEMENTS OF THE PRE-FRESHMAN IMMERISON PROGRAM MODEL. THESE ARE READING/WRITING COLLABORATIVES, FRESHMAN INTRODUCTORY AND SCIENCE COURSES USING THE IMMERSION MODEL, A PEER COUNSELING PROGRAM, AN EVENING AND SUMMER PROGRAM FOR HEALTH PROFESSIONALS AND THE IMPLEMENTATION OF A FRESHMAN YEAR PROJECT ALSO BASED ON THE IMMERSION MODEL.

WE ARE ALL PAINFULLY AWARE THAT INVESTMENT MUST BE MADE AT EARLIER LEVELS IN OUR URBAN SCHOOL SYSTEMS IF WE AT THE COMMUNITY COLLEGES ARE GOING TO BE ABLE TO INVEST LESS IN BASIC SKILLS REMEDIATION. THAT, HOWEVER, IS A LONG TERM AGENDA AND THOSE OF US WHO LEAD AND MANAGE THE COMMUNITY COLLEGES KNOW THAT THE BUCK STOPS HERE WITH US FOR NOW.

SOME INSTITUTIONS HAVE SHIED AWAY FROM A CANDID DISCUSSION OF THE RETENTION ISSUE, FOR MANY REASONS. HOWEVER, WE AT BMCC HAVE NOW FULLY OPENED UP THAT DISCUSSION EVEN THOUGH WE ARE NOT FULLY CERTAIN WERE IT WILL LEAD. WE DO KNOW HOWEVER THAT GIVEN THE REALITY THAT OVER 50% OF ALL MINORITIES WHO ARE ENROLLED IN HIGHER EDUCATION ARE ENROLLED IN COMMUNITY COLLEGES THAT GIVES US A SPECIAL RESPONSIBILITY TO TAKE THE INITIATIVE IN RETENTION AND TO LEAD THE WAY FOR OUR COLLEAGUES IN OTHER SECTORS.

BMCC
BOROUGH OF MANHATTAN COMMUNITY COLLEGE THE CITY UNIVERSITY OF NEW YORK 199 CHAMBERS STREET, NEW YORK, NY 10007

WRAP-UP BY

DR. AUGUSTA SOUZA KAPPNER

PRESIDENT

BOROUGH OF MANHATTAN COMMUNITY COLLEGE/CUNY

AT THE

SECOND ANNUAL INTERNATIONAL CONFERENCE ON

LEADERSHIP DEVELOPMENT IN COMMUNITY COLLEGES

LEADERSHIP 2000 FORUM:

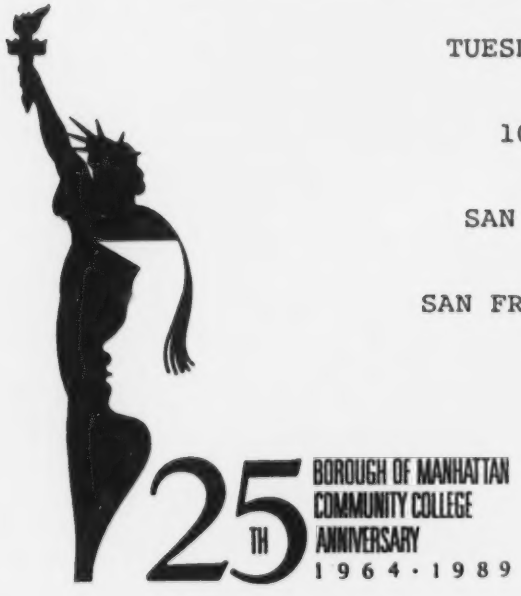
MODEL PROGRAMS FOR RETAINING AND PROMOTING MINORITIES AND WOMEN AND INCREASING MINORITY STUDENT RETENTION AND SUCCESS

TUESDAY, JULY 10, 1990

10:15 - 11:30 AM

SAN FRANCISCO HILTON

SAN FRANCISCO, CALIFORNIA



THANK YOU STEVE, SADIE AND RICHARD.

AS YOU CAN SEE WE HAVE DEFINED OUR PLAN TO STRENGTHEN DIVERSITY VERY BROADLY AND IN A WAY THAT TOUCHES ON EVERY PART OF THE INSTITUTION, AND RELATES TO NATIONAL CONCERNS REGARDING MINORITY STUDENT AND FACULTY RETENTION. BECAUSE OUR STUDENT LIFE AND ADMINISTRATIVE DEANS ARE NOT PRESENT TODAY, WE HAVE SKIMMED OVER MANY OF THE GOALS AND ACTIVITIES FROM THOSE AREAS. I WOULD LIKE TO EMPHASIZE, HOWEVER, THAT WHAT HAPPENS IN THE STUDENT LIFE AREA AND THE ADMINISTRATIVE AREA IS CRUCIAL TO THE ULTIMATE INSTITUTIONAL SUCCESS OF SUCH A PLAN.

THE AREAS IN WHICH WE HAVE BEEN MOST SUCCESSFUL ARE THE AREAS WHICH CAN BE INTEGRATED INTO THE EVERYDAY GOALS AND WORK OF SPECIFIC AREAS, TEAMS, OR COMMITTEES, AND WHICH BRING FACULTY TOGETHER AS FACULTY (SUCH AS CURRICULAR WORKSHOPS), ADMINISTRATORS TOGETHER AS ADMINISTRATORS, OR STUDENTS TOGETHER AS STUDENTS (SUCH AS THE PRE-FRESHMAN PROGRAM). WE HAVE BEEN LESS SUCCESSFUL IN KEEPING UP AN ONGOING ENGAGEMENT OF FACULTY, STAFF AND STUDENTS TOGETHER IN WORKSHOPS.

1. ON THE OTHER HAND, WE HAVE SEEN AN INCREASE IN MINORITY AND FEMALE PRESENCE IN THE COLLEGE THROUGH THE SUSTAINED EFFORTS OF THE PRESIDENT, THE DEAN OF ACADEMIC AFFAIRS AND THE AFFIRMATIVE ACTION OFFICER AND THROUGH RELENTLESS WORK WITH DEPARTMENTS. THIS EFFORT, USING EVERYTHING FROM CAJOLING TO THE PRESIDENTIAL VETO POWER, HAS PAID OFF DRAMATICALLY. OUR MOST RECENT REVIEW SHOWS THAT OF 43 NEW HIRES OR REPLACEMENTS IN THE LAST FOUR YEARS 22 WERE MINORITIES AND THAT OF 19 NEW HIRES IN 1989-1990, 15 WERE FROM MINORITY GROUPS STRONGLY REFLECTED IN OUR STUDENT POPULATION AND 11 WERE WOMEN.

2. THE INVOLVEMENT OF ALL KEY ADMINISTRATORS AND THE INCLUSION OF STUDENTS IN VARIOUS ACTIVITIES HAS MADE THIS A COLLEGE-WIDE AGENDA. IT HAS ALSO LENT FOCUS TO MUCH OF OUR GRANTS DEVELOPMENT ACTIVITIES, PARTICULARLY AS WE HAVE SOUGHT AND GAINED FUNDS TO STRENGTHEN TRANSFER TO FOUR-YEAR COLLEGES. AT THIS JUNCTURE IN HISTORY EVERYONE IS VERY MUCH AWARE OF THIS TRANSFER ISSUE.

3. FACULTY PARTICIPATION AND INTEREST IN PROFESSIONAL DEVELOPMENT ACTIVITIES HAS BEEN VERY ENTHUSIASTIC AND WILL ULTIMATELY LEAD TO MORE STUDENT-CENTERED TEACHING BENEFICIAL TO ALL STUDENTS.

4. FACULTY PARTICIPATION IN DEVELOPING EFFECTIVE STUDENT ACTIVITIES THROUGH THEIR COMMITTEE WORK ON THE HERITAGE AND HISTORY MONTHS AS BEEN TRULY IMPRESSIVE AND HAS LED TO A BETTER INTERRELATIONSHIP OF CURRICULUM AND CO-CURRICULAR PROGRAMS.

5. OUR RELATIONSHIPS TO OUR VARIOUS COMMUNITIES HAVE BEEN STRENGTHENED THROUGH RENEWED COMMUNITY OUTREACH AND COMMUNITY USE OF OUR FACILITIES. ENTIRELY NEW RELATIONSHIPS HAVE BEEN BUILT WITH PARTS OF THE CHINESE AND HISPANIC COMMUNITIES IN PARTICULAR AND AN INCREASING NUMBER OF EVENTS RELATING TO THESE COMMUNITIES - SUCH AS A RECENT OBSERVANCE OF THE ANNIVERSARY OF THE EVENTS OF TIANAMEN SQUARE ARE TAKING PLACE AT THE COLLEGE.

6. WE HAVE HAD THE "HIGHEST HONOR" PAID TO US - IN THE FORM OF IMITATION - AS OUR FACULTY DEVELOPMENT AND SUMMER IMMERSION PROGRAMS AND ASIAN HERITAGE MONTH HAVE BEEN REPLICATED UNIVERSITY-WIDE AND IN SEVERAL OTHER LOCATIONS.

7. AS DEANS BRAGG AND JONES HAVE INDICATED, OUR RETENTION PROFILE HAS CHANGED, AS HAS OUR BASIC SKILLS PROFILE. THIS YEAR WE HAVE - LARGELY AS A RESULT OF THE SUMMER IMMERSION PROGRAM, GONE FROM 36 PERCENT OF OUR ANNUAL FTEs BEING GENERATED BY REMEDIAL COURSES TO ONLY 23 PERCENT OF OUR FTEs BEING GENERATED BY REMEDIATION - WITH NO DIMINUTION OF ACADEMIC STANDARDS.

FOR THE COMING YEAR WE WILL CONTINUE ON TO THE NEXT PHASE OF EACH OF OUR GOALS. WE WILL PLACE PARTICULAR EMPHASIS ON WAYS TO SUCCESSFULLY BRING TOGETHER FACULTY, STAFF AND STUDENTS ON THESE ISSUES IN A SYSTEMATIC AND SUSTAINED WAY.

WE WILL ALSO ADDRESS EMERGING NEEDS SUCH AS CROSS-CULTURAL SENSITIVITY REGARDING SPECIFIC GROUPS WHICH ARE ON THE INCREASE AT THE COLLEGE SUCH AS HAITIAN STUDENTS. WE WILL SEEK WAYS TO ENCOURAGE STUDENT GOVERNMENT TO WORK WITH US ON PROMOTING GREATER TOLERANCE AMONG AND ON THE PART OF STUDENTS THEMSELVES AND ON BRINGING MORE STUDENTS INTO THE PROCESS. WE WILL EXTEND OUR PRE-FRESHMAN PROGRAM FINDINGS TO OUR FRESHMAN YEAR PROJECT. WE WILL TRY TO FIND RESOURCES TO EXTEND THE BLACK MALE INITIATIVE.

IN SUMMARY, WE BELIEVE THAT COMMUNITY COLLEGES, AS THE EDUCATIONAL SPACE INCREASINGLY OCCUPIED BY MINORITY STUDENTS, HAVE A SPECIAL ROLE AND RESPONSIBILITY IN THE PREPARATION OF THESE STUDENTS AND THE PREPARATION OF PEOPLE AT PROFESSIONAL AND SUPPORT LEVELS FOR DELIVERING ACCEPTABLE OUTCOMES FOR MINORITY STUDENTS.

AS A PART OF A LARGE MULTI-CAMPUS UNIVERSITY, WE HAVE TRIED TO SEIZE THE LEADERSHIP OPPORTUNITIES AVAILABLE TO US TO ILLUSTRATE WHAT IS POSSIBLE WITH DETERMINED ADMINISTRATIVE LEADERSHIP. EACH OF US WHO ARE A PART OF THE ADMINISTRATIVE TEAM HAVE ALSO USED OURSELVES TO MOVE THE LARGER SYSTEM, AND TO GET THE LARGER SYSTEM TO PUSH WHERE WE FEEL THE PUSH IS NEEDED, AND SUPPORT WHERE SUPPORT IS NEEDED.

THE INTERACTION, IN THIS CASE, OF CAMPUS PRESIDENTS, THE SYSTEM CHANCELLOR, THE TRUSTEES, AND CENTRAL AND LOCAL COMMUNITIES, IS A DYNAMIC AND EVER CHANGING ONE. WE AT THE CAMPUS SOMETIMES TOSS THE BALL TO CENTRAL JUST AS A WAY TO PREPARE FOR RECEIVING THE CATCH. IN ORDER TO ACCOMPLISH OUR CAMPUS GOALS WE WILL HAVE TO CONTINUE TO PRESS THE SYSTEM. IT IS NOT BY ACCIDENT THAT STEVE HAS BECOME A KEY VOICE IN THE UNIVERSITY'S NEW FRESHMAN YEAR PROJECT - AND THAT WE WILL BE LOOKED TO PROVIDE SOME REPLICABLE OUTCOMES.

IT IS NOT BY CHANCE THAT SADIE HAS BECOME A KEY VOICE ON THE UNIVERSITY'S TASK FORCE ON GENDER AND ETHNICITY. IT IS NOT BY CHANCE THAT RICHARD HAS BECOME A KEY VOICE IN THE UNIVERSITY'S DISCUSSION OF SUMMER PROGRAMS. WHERE UNIVERSITY RESOURCES HAVE BEEN LACKING WE HAVE GONE OUT AND GARNERED PRIVATE FUNDING - EVEN BRINGING IT INTO THE SYSTEM AS A WAY TO FUND OURSELVES AND STRENGTHEN THE UNIVERSITY'S COMMITMENT TO OUR ACTIVITIES.

AS WE CONTINUE OUR CAMPUS BASED INITIATIVES TO STRENGTHEN DIVERSITY AND PROMOTE THE RETENTION OF WOMEN AND MINORITIES, BOTH FACULTY AND STUDENTS, WE WILL CONTINUE TO BRING TO THE ATTENTION OF THE SYSTEM THE PAYOFF IN TERMS OF OUTCOMES AND THE NEED TO REVITALIZE THIS EFFORT SYSTEM-WIDE AND PROVIDE IT WITH RESOURCES EVEN IN DIFFICULT BUDGETARY TIMES. WE ARE A LARGE UNIONIZED SYSTEM, WITH PROFESSIONAL DEVELOPMENT OPPORTUNITIES BUILT INTO OUR UNION CONTRACTS - AND IN SOME INSTANCES FUNDED IN PART THROUGH THE UNION.

TO DATE THE UNION FOCUS HAS BEEN ON INDIVIDUAL RESEARCH OPPORTUNITIES FOR FACULTY - AND THIS IS INDEED IMPORTANT. A FACULTY UNION, HOWEVER, SHOULD HAVE AS MUCH OF AN INVESTMENT IN THE ULTIMATE ABILITY OF (1) THE INSTITUTION TO TEACH AND RETAIN OF ITS STUDENTS EFFECTIVELY, (2) TO RETAIN AND NURTURE ITS NEWER FACULTY AND STAFF, AND (3) TO DEVELOP A COMMUNITY OF TOLERANCE AND RESPECT. I WOULD HOPE THAT IN FUTURE YEARS THESE EFFORTS WILL GARNER THE TANGIBLE SUPPORT OF BOTH ADMINISTRATIVE AND UNION LEADERSHIP.

MUCH OF WHAT WE HAVE DESCRIBED TODAY IS OF COURSE SIMPLY GOOD TEACHING AND HIGH QUALITY SUPPORT SERVICES. THESE DO NOT COME ABOUT, HOWEVER, WITHOUT A STRONG COMMITMENT OF THE LEADERSHIP TEAM, THE ALLOCATION OF TIME OF KEY ADMINISTRATORS, AND THE AVAILABILITY OF RESOURCES, WHATEVER THE SOURCE. WE WOULD BE DELIGHTED TO ANSWER YOUR QUESTIONS OR HEAR YOUR COMMENTS.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES AUG 23 1991